

Bulletin

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 Pages 9-10
JOHN AIRD

Budget cuts total \$3.3 million

by Karina Dahlin

THE ACADEMIC Board has approved an operating budget for 1991-92 that will leave the University's accumulated deficit of \$20.1 million unchanged.

Professor Adel Sedra of the Department of Electrical Engineering, chair of the Budget Committee, told the Academic Board April 4 that the \$570.6 million budget is not a "good news budget" because it includes reductions of \$3.3 million. On the other hand, he said, the budget is on target according to the long-range guidelines adopted in 1989.

At its April 8 meeting, the Business Board concurred with the approval of the budget report. Governing Council will consider it May 2.

When the long-term plan for 1990-91 to 1995-96 was introduced, reductions were assigned to each of the vice-presidential budgetary "envelopes," resulting in an average 0.8 percent base budget reduction annually for five years. Each vice-president assigns the

Needs outpace resources

THE UNIVERSITY is underfunded by more than \$70 million, says the budget report for 1991-92.

The shortfall is a result of insufficient income, the document states. "Costs are not out of control. Compensation is not out of line with comparable institutions and markets. Price inflation affects universities no less than it affects other organizations and firms. The anomalies are not in expenditure. They are in income."

Ontario continues to rank next to last in provincial support per student, but in comparison to American universities the picture is even bleaker, says the report. State appropriations to public universities per full-time student are 35 percent greater than in Ontario and federal appropriations 90 percent greater. Tuition fees in the United States are 70 percent greater, and all sources of funding considered, state universities south of the border that offer doctoral degrees receive 40 percent more funding than Ontario universities do.

U of T needs \$1.8 million to halt the deterioration of its buildings and facilities. Although \$4 million has been set aside for equipment replacement, another \$13.8 million is needed. The value of library acquisitions has been maintained but the estimated cost of preserving the collections, mainly by deacidification, is \$1.5 million.

Faculty renewal is a serious problem as greater numbers of professors retire but despite help from the province the shortfall at U of T is \$24.6 million – the equivalent of 400 full-time positions. An extra \$14.4 million is needed for academic support staff renewal.

These requirements are in addition to \$3.1 million a year over a five-year period – a total of \$15.5 million – that University planners say U of T would receive if it were properly funded. The annual amount is based on the comparison with US universities and on the need for a reduced staff-student ratio, said Dan Lang, assistant vice-president (planning).

size of the cutback division by division, and department or division heads then decide when and how to make the cuts.

In 1991-92 the budget of the presidential envelope will be reduced by 0.4 percent (all of those cuts will be made to the planning office) while the provost will reduce academic expenses by 0.77 percent and administrative expenses by 0.95 percent. In the other envelopes the reductions are 0.95 percent (administration), 1.03 percent (computing and communications) and 1.38 percent (development and university relations). The vice-presidents of human resources and research made all of their required cutbacks in 1990-91 and face no reductions next year.

The long-range budget guidelines projected that income would increase by \$46.9 million in 1991-92. The figure projected now is \$56.2 million. The increase is largely affected by higher than expected revenues in 1990-91.

President Robert Prichard told the Academic Board that the University will save the extra income and use it to reduce the deficit.

The largest portion of the unanticipated revenues – \$3.9 million – is the result of support from the government's "education excellence fund" that met most of the costs of the employer health levy introduced last year.

Enrolment for 1990-91 exceeded the target by 1.5 percent, an increase that contributed approximately \$600,000 more than budgeted.

In addition, the budget year of 1991-92 includes higher-than-expected income. The details of the government's announcement in February of a new pay equity support program are still not known but U of T hopes to receive \$3 million, said Dan Lang, assistant vice-

president (planning).

There have also been some unforeseen downturns in University income. The value of the endowed long-term adjustment fund, which contains the savings from the University's pension fund holiday, is \$122 million rather than the \$150 million anticipated in the long-term budget plan. This means that the fund will provide only \$6 million for the 1991-92 operating budget and not \$7.5 million as anticipated.

Annual interest payments of approximately \$600,000 by the U of T Press on its \$11 million loan are no longer listed as income. The budget report says auditors believe "the practice

should be discontinued until and unless the Press develops a business plan that results in actions that would enable it to meet its debt obligations."

On the expenditure side, the long-range plan projected an increase in spending of \$55.7 million in 1991-92. The budget report allows the University to increase expenditures slightly more – to \$56.2 million.

Salaries and benefits will cost \$2.4 million less than expected because the long-range guidelines assumed that the inflation rate would be higher than it is. A total of \$28.3 million has been set aside for increases in salaries, wages

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U of T loses AIDS project

by Carolyn Meredith

THE FEDERAL government has removed the University from management of the Treatment Information System for AIDS & HIV (TISAH).

Last Thursday Perrin Beatty, the federal health minister, accepted the recommendation of an advisory committee that the AIDS project be taken from U of T. A three-person transition team, comprised of a community AIDS activist and representatives from Health & Welfare Canada and U of T, will be appointed in the next week by the government to ensure the project goes ahead and to review work already completed.

TISAH, awarded to the University in June, was to become a centralized registry of the latest information on treatments for AIDS and HIV, to be available to doctors and patients across the country.

Dr. Richard Ten Cate, vice-provost (health sciences), said he thinks the gov-

ernment "will realize they've made the wrong decision when they recognize the extent of the project and the expectations of the AIDS activists."

However, Philip Berger, a Toronto physician, AIDS activist and member of the advisory committee, said he is relieved TISAH has been removed from the University and that he and other members of community AIDS activist groups would have left the committee otherwise. The government's decision, he said, gives the project "its only chance for success."

TISAH became embroiled in controversy in February when Professor Kathryn Taylor, director of the Physician Behaviour Research Unit in the Department of Behavioral Science, who was in charge of the project, was accused of questionable billing expenses and hiring her husband and son to do work. She was cleared of wrong-doing but an inter-

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Stress

To the strains of *Also sprach Zarathustra* and the theme from *Rocky*, Professor Doug Hooton of the Department of Civil Engineering conducts a stress test on a student model of a concrete bridge. Some 10 teams entered the 4th annual

concrete contest April 3. The strongest bridge – by second-year students Nicole Shinya, Andrew Steeper and Deniz Yazici – protected the sacrificial egg until the pressure reached 161.7 joules.

Goffart awarded Haskins medal

THE MEDIEVAL Academy of America has announced the recipient of the Haskins medal for 1991. Professor Walter Goffart of the Department of History has won the award for *The Narrators of Barbarian History (A.D. 550-800): Jordanes, Gregory of Tours, Bede, and Paul the Deacon* (Princeton University Press, 1988). The medal was presented April 13 at Princeton University during the academy's annual meeting. Never before won by a Canadian, the Haskins medal is awarded annually for a distinguished book in the field of medieval studies. First presented in 1940, the award commemorates the noted medieval historian Charles Homer Haskins. Goffart received his PhD in 1961 from Harvard University.

Borins to chair management division

PROFESSOR Sanford Borins of management at Scarborough College has been appointed chair of Scarborough's newly created Division of Management & Economics for a five-year term beginning July 1. Borins joined the faculty at Scarborough this academic year and has been extensively involved in developing the new curriculum as chair of a task force on management. The college has made a number of program and curriculum changes for the coming years. It will discontinue the current major program in commerce, offering instead three, four-year programs in management. Borins received a master of public policy degree from the Kennedy School of Government, Harvard University, in 1974 and a PhD in economics from Harvard in 1976.

Petitioners seek tobacco divestment

A PETITION urging University divestment in tobacco companies and their parent corporations has been signed by about 300 people and will be forwarded to the Office of the President. An advisory board will consider the matter and make recommendations to the president. At the April 8 meeting of the Business Board, student representative Rob Behboodi said U of T has a social responsibility to divest itself of holdings in industries related to producing and marketing tobacco products. "Tobacco is legal now only because it was introduced long before its harmful effects were known," Behboodi said. Both Johns Hopkins and Harvard Universities have divested similar holdings, he added. University investments in tobacco companies total about \$2 million; the pension plan has investments of about \$29 million.

Policy in force, smokers face fines

NOW THAT the University's smoking policy is in effect smokers face fines of up to \$2,000 for violation of municipal bylaws. Smoking is no longer permitted in University buildings, with the exception of designated smoking areas. "We're moving closer to a totally non-smoking environment, paralleling non-smoking trends in society," said Elizabeth Leesti, executive assistant to the vice-president (human resources). In order for a room to be designated a smoking area, it must be an enclosed, self-contained area with direct ventilation to the outside. Cafeterias and private offices cannot be smoking areas. Divisional leaders who wish to designate an area must consult David Gorman, director of the

Office of Environmental Health & Safety, to ensure that the location complies with the criteria. Signs will be placed in all cafeterias, smoking areas and entrances to all University buildings.

Council approves revised code

GOVERNING COUNCIL approved a revised Code of Behaviour on Academic Matters at its March 28 meeting. The code, passed by members of the Academic Board in February, deals with the responsibilities of faculty and students in all phases of the teaching and learning relationship. The revised policy includes the notion of intent when a student or faculty member is accused of committing or conspiring to commit an offence and a section that allows for notification from the dean that students may be accompanied by legal counsel at divisional hearings. The amended code includes additional sanctions such as resubmission of academic work for minor offences in cases where the student has not committed a previous offence and fines to cover the costs of replacing damaged property or supplies.

Meltz chosen to head Woodsworth

PROFESSOR Noah Meltz of the Department of Economics and the Centre for Industrial Relations has been appointed principal of Woodsworth College for a seven-year term beginning July 1. Meltz received a bachelor of commerce degree from U of T in 1957 and a PhD from Princeton University in 1964. Meltz replaces Principal Arthur Kruger, a former dean of the Faculty of Arts & Science, who completes his seven-year term in June. Woodsworth College, currently undergoing extensive renovations, is home to the University's growing population of part-time students. Meltz is a member of a four-person team that received a \$250,000 grant in 1990 from the Social Sciences & Humanities Research Council for research dealing with structural change in industrial relations in Canada.

Earth sciences library receives alumni gifts

THE U OF T Alumni Association has donated \$5,000 to the new earth sciences library for the purchase of reference books. The gift is in honour of the installation of Robert Prichard as president. In addition, the Forestry Alumni Association has presented the library with \$3,000 to purchase the Commonwealth Agricultural Bureau (CAB) Abstract for the library computer system. An improved version of the card catalogue system, CAB supplies the names of articles, research reports and other reference materials, filed according to their name and subject. The new system is a powerful research tool that is easy to use, allowing students to search for research material quickly and effectively.

Rolph to become acting principal

PROFESSOR Wendy Rolph of the Department of Spanish & Portuguese becomes the acting principal of Innis College on July 1 for one year. Rolph assumes the post while Principal John Browne takes administrative leave between his first and second terms of office. Rolph is director of the Cinema Studies Programme in the Faculty of Arts & Science, administered from Innis. For the past two years she has been chair of the academic policy and programs committee of the Academic Board.

Deficit, bridging raise questions

THE UNIVERSITY will be able to reduce its accumulated deficit by about \$2.6 million by 1996-97 if it institutes deficit control measures in three of the intervening years, President Robert Prichard told members of the Business Board April 8.

The long-range budget projection will include a deficit of \$17.5 million by 1996-97 if three one-time-only deficit control measures are taken in the years from 1992 to 1995.

Although he would not be specific what type of measures will be taken, Prichard said he will be looking for the "least intrusive way" of reducing the deficit. He has asked the University's planning office to look at possible methods.

Board member John Ambrose said he is not comfortable with the idea of a projected deficit of \$17.5 million. "That's not okay with me. We must get back to zero."

Prichard said some of this deficit can be accounted for by changes in the University's accounting procedures. In one case, the Canadian Institute of Chartered Accountants introduced new standards that resulted in a \$6.2 million adjustment in liabilities. In another case, the sale of the U of T Library Automation Systems to Thomson Corp. led to an \$8 million deficit. "It was a deficit we had all along but did not include in the operating budget," said planning officer Marty England. Neither change had an effect on the operating budget.

The University, Prichard said, needs to find ways of dealing with external pressures on University finances - "to work harder at dealing with exogenous shifts which would knock us onto another course." The institution should be concerned about attaining financial equilibrium and keeping its accumulated

deficit under control.

Professor Basil Kalymon of the Faculty of Management said he is concerned about how budgetary allocations in the provostial envelope will be made. "There are dozens of arts and science courses with less than 10 students and others with 400 or more."

Provost Joan Foley said the dean of the Faculty of Arts & Science as well as other academic administrators will be completing reports on ways of dealing with the budget cutbacks and will be forwarding them to her this fall.

Board member Paul Cadario said he is concerned the quality of education will suffer in light of the budget restrictions. "The objectives of this university are more than fiscal. What about the qualitative dimensions such as bridge financing for faculty?" (Bridge financing provides departments with temporary funds until base budget funds become available for permanent staff positions.)

Foley said the University will not receive any external funding for faculty renewal from the provincial government, foundations or research councils. The budget report does include bridge funding for one position in arts and science.

At the meeting of the Academic Board April 4, Professor John Furedy of the Department of Psychology asked why the reduction of the budget for the Office of the President was "relatively low."

The budget report says the president's office "is generally underfunded when compared with other major universities." Prichard added that a reorganization of his office had made it more effective. "This is what it costs to run it."

The budget allocates \$5.9 million for the presidential envelope. The greatest share of the 0.4 percent reduction will take place in the planning office.

Budget cuts \$3.3 million

Continued from Page 1

and benefits in 1991-92.

New initiatives will cost the University \$2.3 million next year for such projects as undergraduate computing facilities, teaching programs, ethnocultural curriculum development, private funding initiatives, building improvements and for staff and related activities that enhance the campus climate - the personal safety office, the sexual harassment office and the race relations advisory committee.

Proposals for new initiatives totalled \$8.4 million. Funding was not available for plans to establish new positions in the Faculties of Music, Nursing, Pharmacy, Social Work or the School of Physical & Health Education. Other funding requests turned down include \$30,400 for internal auditing, \$400,000 for inter-building computer cabling, \$600,000 for a highly-parallel computer, \$50,000 for an asbestos control officer, \$7,000 for art conservation and \$10,000 for the University carillonneur.

The 1991-92 budget reserves \$2 million dollars for the transitional fund, established in connection with the long-term budget guidelines to finance severance payments, automation and other costs that divisions will encounter as they adapt to the reductions. However, only half of that amount has been allocated. The remaining \$1 million will be considered for distribution in the course of the year when the budget committee reviews the long-term budgets of administrative divisions. The committee reviewed the plans of the academic divisions last winter.

Meanwhile, in addition to managing

its \$20.1 million operating deficit, the University is considering ways of quickly paying back approximately \$20 million borrowed for construction of the Earth Sciences Centre, new libraries for the Faculties of Law and Music, the Koffler Institute for Pharmacy Management and renovations to the Mining Building.

Prichard said at the meeting of the Academic Board that plans are being considered to reduce the debt for capital projects. Last year the University paid \$2.5 million in interest payments; the budget predicts the debt service will be two percent lower in 1991-92.

Lang said in an interview that undesignated funds from Breakthrough and the capital renewal fund may be used to reduce the debt.

UNIVERSITY OF TORONTO

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Hart House review defines warden's role

by Carolyn Meredith

THE final report of the Presidential Committee for the Review of Hart House says the search for a new warden should begin as soon as possible. The house has been without a warden since last July when Richard Alway left to become president of the University of St. Michael's College.

In the 24-page report the committee describes the "perfect" warden, listing many desirable qualities. The warden is expected to balance teaching, leadership and management responsibilities while ensuring that the house remains a place for self-learning.

The 14-member committee was co-chaired by Tim Costigan, president of the Students' Administrative Council, and David Neelands, assistant vice-president (student affairs). It found that the warden's primary job is to ensure that the philosophy of general and informal education continues to be followed at Hart House.

"The warden must act as a personal counsellor and adviser to the students wherever they are located at the University," Costigan told the April 2 meeting of the University Affairs Board. "He or she should guide and encourage yet must allow all members to realize their full potential through their own self-exploration and growth."

The warden must also act as "chief spokesperson for Hart House with the responsibility for public relations, fundraising and attracting public figures to the House to participate in House programs and activities." The committee stressed the need for a sense of



JEWEL RANDOLPH

New talks scheduled

by Jane Stirling

THE UNIVERSITY is hopeful that the next round of mediation with the library union, slated for early this week, will lead to a settlement, says chief librarian Carole Moore.

If the union and administration do not reach an agreement this week, she will consider appropriate changes in the libraries' summer schedules. Generally the summer schedule starts at the beginning of May. Seven libraries on the St. George campus including the Thomas Fisher Rare Book Library are affected.

The strike will soon enter its seventh week. At a union rally against racism and sexism held outside the Robarts Library April 10, Hollis Joe, president of the Canadian Union of Public Employees, Local 1230, said the membership "is prepared to strike until we get a decent collective agreement. We'll stay out."

The last mediation talks were held March 26 and 27.

"Our members are standing firm," he said. "They're feeling the [financial] pinch but one woman said that if we don't stand up now we'll be forever poor."

Union members then marched to Queen's Park to present Richard Allen, minister of colleges and universities, with two petitions signed by about 7,000 people urging settlement of the strike. At the University copies were left for President Robert Prichard and for the members of Governing Council.

Although Joe said money is not the over-riding issue, he added that workers will not accept the administration's salary offer of 6.5 percent in the first year and four percent in the second. "This strike isn't about money, it's about working conditions such as sexism and racism in the workplace. But the money offered just isn't enough."

Full- and part-time unionized workers went on strike Feb. 28. The union represents about 265 full-time and 250 part-time employees. Members have been without a contract since July 1.

balance between the development of external links and internal University promotion.

In the report the committee says the house should be viewed as a centre for campus unity, rather than a student centre, with the warden acting as ambassador and host, developing stronger ties between the house and the rest of the University community. While it recognizes the importance of external funding, the committee believes the candidates' fundraising ability should not be a major criterion in selection.

Opinion was divided at University affairs over whether the warden should live in the house apartment. "It is important for the new warden to live off-campus in order to empathize with students commuting to the University each day," said Costigan. But other committee members felt the warden should live in the house for the sake of convenience and to be available for social events.

The committee also recommends that four new places be created on the Board of Stewards as soon as possible. The board is the senior governing authority of Hart House and is entrusted with its direction, management and administration, subject to the authority of Governing Council.

The Graduate Students' Union and the Association of Part-time Undergraduate Students would receive one seat each; two would be reserved for persons selected by student organizations associated with an outreach centre.

In a desire to encourage student participation, the report recommends the creation of an outreach centre to increase the "effective dissemination of information on House activities and the ways to become involved in the House's decision-making process." Through a hands-on program, all campus groups would be actively invited to become involved and informed.

The report proposes that there be a program adviser to initiate the program and assist campus associations in arranging events at Hart House. Some groups may be deterred from holding events at the house because it does not appear to actively encourage the use of its facilities.

In reviewing the offices of the house, the committee felt that "the Student Christian Movement (SCM) has outlived any effective role in the life of Hart House that would justify its traditional allotment of space and voice in governance." The report describes SCM as a small group, attracting little attention and making little impact.

The house was built with a gift from

the Massey Foundation in 1919 as a youngmen's campus centre. At that time the foundation wished to give the Young Men's Christian Association (YMCA) a permanent place in the house. SCM took over from the YMCA in the 1920s and has since occupied three offices and a seat on the board.

"They are writing us off as a student group," said Jeffrey Mackie of SCM. The organization is a strong, inclusive group with a mandate for social justice, he said.

SCM brings speakers on a variety of issues, fulfilling the goal of "informal education." It also acts as a resource and is part of a national network of the World Student Christian Federation, said Mackie.

After reviewing the house art gallery, the committee decided that student

needs and interests should be given greater emphasis. "The current program of the art committee may have limited impact because it is largely directed at observing and conserving and supports little creative activity." The committee believes the gallery should be used by student and community artists and that the art committee should broaden its mandate to select a wide variety of art, broadly defined.

New uses for Hart House Theatre were also considered. It is currently used for undergraduate student productions, a high school drama festival and as a lecture hall in special circumstances. The report recommends that if increased theatrical use cannot be found, the theatre should be used for student services or activities that enhance the informal educational mandate of the house.

President names Friedland to study conflict of interest

by Jane Stirling

UNIVERSITY PROFESSOR Martin Friedland, former dean of the Faculty of Law, has been appointed to head a one-person presidential commission to study the University's conflict-of-interest guidelines.

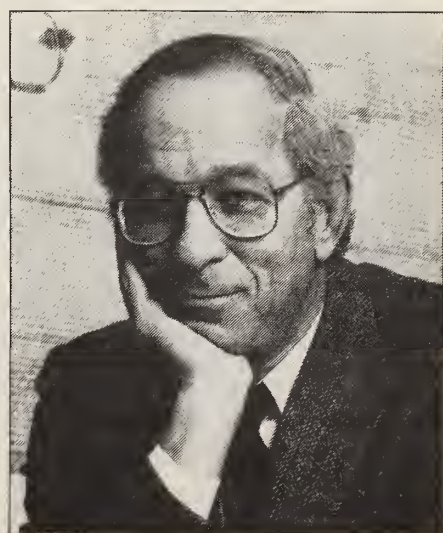
Friedland, who will report to President Robert Prichard, will examine the effectiveness of existing conflict-of-interest and related policies and make recommendations for possible changes. The report will probably not be finished until the end of December.

Currently the University has a Statement on Supplementary Income & Related Activities for faculty members and conflict-of-interest guidelines in a number of documents such as Governing Council bylaws and purchasing, inventions' and research policies.

"There was a sense that we would be better served if we had a more comprehensive document that everyone understands," said Mark Johnson, director of the Office of the President. "We have good policies but they get filed away. This will pull the information together and make it readily accessible."

Friedland will consult individuals across campus and study the policies at other universities in Canada and the US as well as governmental institutions.

Richard Criddle, vice-president (administration), said the commission will be helpful in reviewing and drawing together the various guidelines already in existence to form a single policy.



Martin Friedland

ROBERT C. RAGSDALE

Peter Munsche, assistant vice-president (research relations and technology transfer), said U of T needs a "clear, understandable and widely acceptable policy" that protects the relationship of faculty members to the outside world. Without such a policy in place, there is a greater chance of crises developing that could hinder the technology transfer process.

Recent events at the University involving the national Treatment Information System for AIDS & HIV and funds for medical research from the Saul A. Silverman Family Foundation have drawn attention to the need for a more comprehensive policy.

Appointments report sparks debate

by Karina Dahlin

THE ACADEMIC Board is giving the proposed revisions to the policy on academic appointments a thorough review, but some board members are not sure it is necessary to change the current policy.

If it isn't broken, why fix it?, Dean Gary Heinke of the Faculty of Applied Science & Engineering asked at a special meeting of the board April 10, summing up the views of the chairs of his faculty and several board members.

The Special Committee to Review the Policy & Procedures on Academic Appointments, headed by Professor Cecil Yip of the Banting & Best Department of Medical Research, was appointed in June 1989. The committee's report was published in February and was discussed by the board April 4 and 10.

Another special meeting is scheduled for April 18. Based on the reactions, the agenda committee will decide April 25 how to continue the debate.

According to the Memorandum of Agreement between Governing Council and the U of T Faculty Association, changes to the appointments policy can only be made with the consent of both parties. The association decided in October not to deal with the Yip report until improved job security measures for tutors and senior tutors are introduced.

At the April 4 meeting President Robert Prichard said the document "is as important as any we will deal with at the Academic Board over the next five years" because the revised policy will be "the framework on which we hire."

The objectives of the proposed policy are to appoint people whose work "is deemed to be of the highest quality by leaders in the field," who are skilled at communicating their field of scholarship and who stimulate the intellectual capacity of students.

The document says that without limiting those objectives the University is also committed to achieving a more equal distribution of teaching staff in the area of gender and minority groups, and it speaks of removing "all forms of prejudice and barriers" which may inhibit people from developing their abilities and aspirations.

Professor Jim Burke of the Department of Spanish & Portuguese said he agreed with the objectives but would like to see evidence that the best people are not being hired now. If there is no such evidence "why are we creating more hurdles?"

The appointments process was discussed April 10. Unlike the current policy, the proposal suggests that search committees for tenure and tenure-stream positions have a clearly defined membership whose responsibility is not only to select candidates but also to look for them. The committees should include teaching staff of the sex under-represented in the division and, where possible, members of visible minorities. If the search is unsuccessful, the committee would be able to recommend that none of the candidates be hired.

Dean Dorothy Pringle of the Faculty of Nursing said she does not understand many of the procedural changes — the increase in the number of search committee members from six to seven, for example. "How will they produce better quality and prevent discrimination?"

Professor David Tinker of the Department of Biochemistry wondered what was wrong with the policies that led to the hiring of the University's top scholars — people such as John Polanyi and Northrop Frye. He said the proposed policy is a "bureaucratic document" that gives departmental chairs "an enormous amount of responsibility" and too much

power over search committees.

"Having been the chair I can say the chair's will is the search committee's will. I don't like this [part of the proposed policy]. It assumes that all department chairs are incarnations of Santa Claus. I object to this amount of power being placed in the hands of one person."

Heinke said the document is too bureaucratic, but in his view the proposal restricts the power of the chair to choose members for the search committee. "The chair should name people with different opinions who give different advice. It's unlikely that the chair would be opposed to the majority view of the committee." He said none of the chairs in his faculty like the document's restrictions of their responsibilities.

Professor Adel Sedra of the Depart-

ment of Electrical Engineering said the proposal is inflexible. "I am surprised it doesn't say if we can take a candidate to lunch and what should be on the menu."

Professor Ron Venter of the Department of Mechanical Engineering said the proposed policy is outdated because "it shows us how to manage, not how to show leadership" and doesn't follow the lead of the corporate world, which has found that increased local autonomy produces better results.

The policy ought to have a provision to permit students on search committees, said Dean Paul Pedersen of the Faculty of Music. In other institutions he found student representatives to be "singularly useful and never obstructive."

UTSA presents proposals

by Jane Stirling

THE U OF T Staff Association (UTSA) is seeking salary increases to match the average increase in the Consumer Price Index (CPI) for Toronto over the past year as well as a further six percent to compensate for the effects of inflation and increased workloads.

UTSA has presented Alec Pathy, vice-president (human resources), with its salary and benefits proposals for 1991-92. Talks should get under way this month and finish by the end of May, said John Malcolm, UTSA's vice-president (salary and benefits).

The CPI is currently between four and five percent. UTSA has proposed an extra six percent as partial compensation for the amount by which it believes salary increases have fallen behind inflation since 1982 and in recognition of increased productivity of staff who have had to deal with employee cutbacks, increased enrolment and technological changes.

Changes to the pension plan are important to many employees, Malcolm

said. "People want to retire early and leave with a good pension."

The staff association wants a revision of the plan to provide an unreduced pension upon an employee's 55th birthday, provided that the years of service plus age total at least 75. Currently a staff member must reach age 60 before receiving an unreduced pension. The pensions of those who retire early are reduced by five percent a year. UTSA has also proposed that individual counselling be offered by the Human Resources Department to all staff who are within 15 years of retirement.

The association is asking for dental coverage for orthodontics, a vision care plan and a change in vacation provisions for non-managerial employees to mirror those provided to managers.

If UTSA and the administration fail to reach an agreement through negotiation the staff association has the option of presenting its case to the Business Board for consideration, but there is no option for mediation. The one-year salary settlement goes into effect July 1.

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Policy definitions discussed

THE UNIVERSITY Affairs Board is divided over proposed amendments to definitions in the draft revisions to the sexual harassment policy.

At the April 2 meeting, which lasted four hours, some board members argued that the policy needs more specific definitions of harassment, not vague generalities. Other members maintained that the policy should be broadened to encompass a wider range of offences.

Professor Jack Stevenson of the Department of Philosophy argued for enough breadth in the policy to allow it to be applied properly. He said that rather than the proposed single process for a number of offences, the policy should

include initial attempts at informal resolution for sexist behaviour or controversial attitudes before moving on to subsequent steps in the process.

Agreeing with Stevenson, Paddy Stamp, the University's sexual harassment officer, said her job would be easier if the policy included a number of procedures to distinguish "innocent harassment" from malicious intent.

A wide variety of offences cannot be "lumped together" within a single policy, said John Nestor, arguing for a more broadly defined policy. He said he believes harassment should be defined as some type of action, rather than as an attitude.

New faculty recommended

THE WORKING group established last year to examine environmental studies at the University has recommended the creation of a Faculty of the Environment to strengthen and coordinate research and teaching in the field.

The working group says a new faculty is necessary to satisfy the growing interest in the environment, to focus existing strengths in environmental studies, to enhance the University's reputation for environmental studies and to keep pace with developments at other institutions.

The report of the 11-member group, chaired by Vice-Provost Tony Melcher, is published as a supplement to today's *Bulletin*.

The faculty would draw existing divisions, departments and units together — initially the Faculty of Forestry, evolutionists and ecologists in the Departments of Botany and Zoology, the De-

partments of Geography and Geology and Innis College.

Each of the constituent divisions would bring its resources to the faculty which would occupy the Earth Sciences Centre and Innis. However, not all members of the faculty would move to these two locations from their current quarters.

The Faculty of the Environment would offer bachelors' degrees in arts and science. The undergraduate curriculum would include core courses and electives offered within the faculty, electives offered in other divisions and provision of work experience. In future a master's program and others could be added.

The report was submitted to the provost last week and has been distributed to principals and deans for their consideration. They will meet April 25 to discuss the proposals.

Paper pleases no one

by Carolyn Meredith

THE MEDICAL Research Council (MRC) and the Natural Sciences & Engineering Research Council (NSERC) have issued a draft discussion paper on animal research recommending that local Animal Care Committees – subgroups of the Canadian Council on Animal Care (CCAC) – be expanded and renamed Animal Research Ethics Boards, placing the emphasis on the ethical aspects of research projects using animals.

The paper recommends that Animal Care Committees be expanded and referred to as ethics boards to parallel the Research Ethics Boards required by MRC for research involving human subjects. The boards would be made up of scientists and related specialists in each field of study.

CCAC has close ties with the scientific and academic community and receives all its funds from MRC and NSERC. It exerts a strong influence over academic, governmental and industrial laboratories, despite its generally voluntary means of operation and its lack of a legislated mandate.

The new ethics boards would be required to approve research projects carried out with MRC funds, ensuring that MRC and CCAC guidelines are respected.

Meanwhile neither the research community nor animal rights activists are happy with the proposed changes. Researchers believe the ethics boards will add another level of bureaucracy to an already cumbersome approval process, while animal activists continue to question any use of animals.

In response to the discussion paper, University veterinarian George Harapa said CCAC is not truly voluntary because institutions must comply with CCAC guidelines or risk the withdrawal of funding by MRC. "The ethics boards would enforce peer reviews for every institution seeking research funds from MRC," Harapa said.

Harapa said he fears that this requirement will mean that the University may be forced to seek approval from "external experts" who may in fact be competitors involved in similar research.

He suggests that a federal committee be set up to review research proposals when necessary, rather than organizing a number of ethics boards in each institution. He feels the current system is too complex; researchers already experience long delays for approval. If the MRC recommendations become requirements, even more roadblocks will be put in place and some valid research might never happen at all, Harapa said.

Tita Zierer of the Animal Alliance of Canada said her group is "disappointed but not surprised" at the paper. The proposed ethics boards are not satisfactory because they are just a different name for the local Animal Care Committees. "The inclusion of the word 'ethics' sounds more serious, but the people involved in the committees are already of a certain mind-set, making the new name useless," she said.

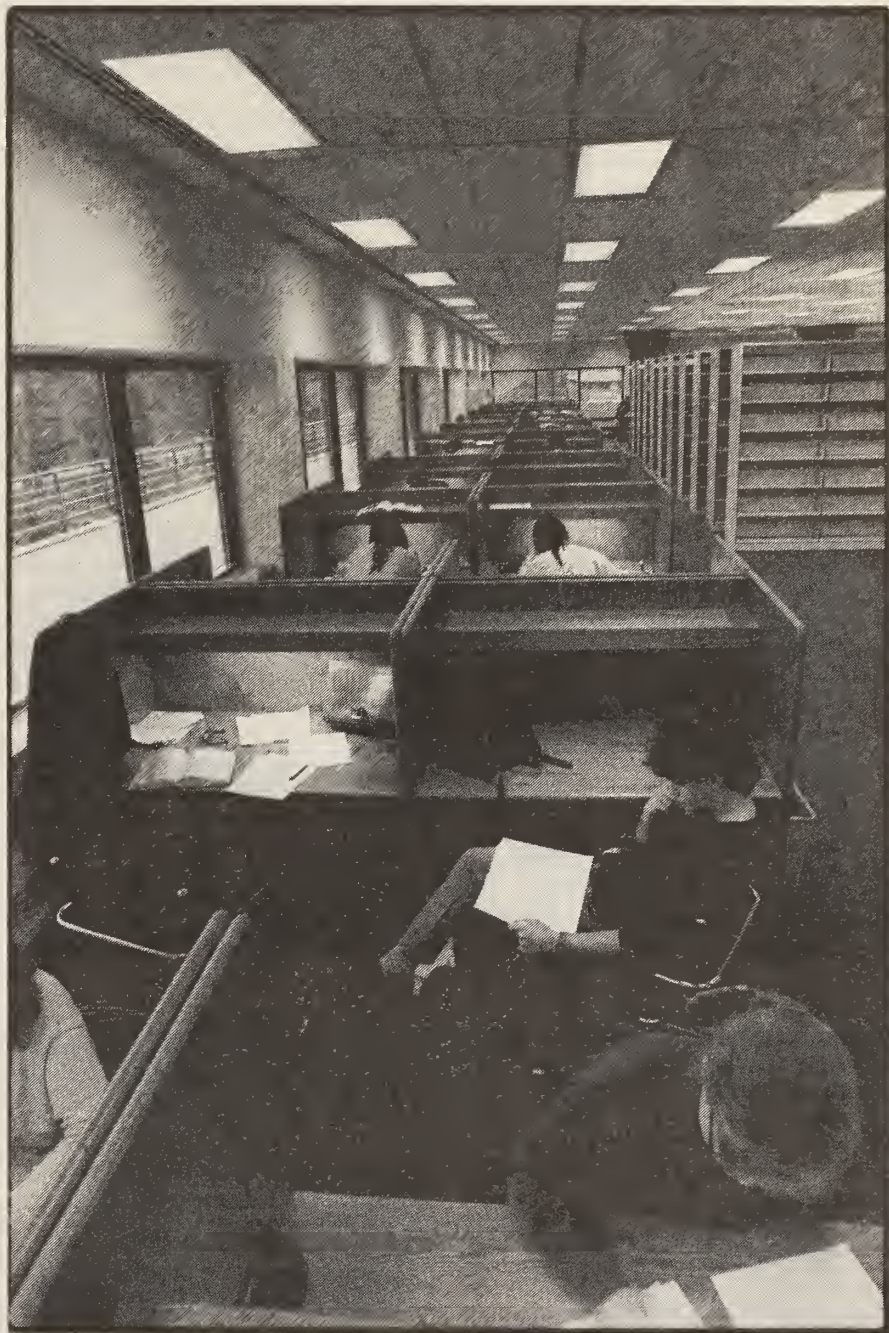
She maintains that economic sanctions against those who do not treat animals humanely are never used. Some researchers simply refuse to let their laboratories be inspected, she said.

That CCAC has the best interest of the animals at heart is "nothing more than a farce," said Zierer. Care and use are different issues. Animal husbandry is only a small part of the issue. The cleanliness of the cages is less important than the ethical questions surrounding the use of animals in research, she said.



Reading law

Photographer Jewel Randolph made these images of the Bora Laskin Law Library last week. The new facility was officially opened March 21. The library adds about 5,500 volumes a year to its collection which now includes 160,000 volumes. It collects primary legal documents from Canada, the United Kingdom, the United States, Australia, New Zealand, South Africa, Nigeria, Ghana, Hong Kong and other jurisdictions and subscribes to more than 700 scholarly legal periodicals. The library has a growing collection of audio-visual and microfiche material as well as access to many electronic databases. It houses the Rowell Collection in international law, named for Newton Wesley Rowell, chief justice of Ontario from 1936 to 1938. Much of the International collection has been made possible by funds donated by the Jackman Foundation. The collection in International business and trade law has been augmented by a 1988 grant from the government of Ontario. The library has three floors and 37,000 square feet of floor space, with 5,500 square feet unfinished on the lower level for future expansion. There are 286 seats at carrels and tables and many work areas have electrical outlets to allow the use of personal computers.



Board approves conservatory budget

by Jane Stirling

DESPITE concerns about the Royal Conservatory of Music's projected \$305,000 deficit for 1990-91, the Business Board approved its 1991-92 budget at the April 8 meeting.

Members of the board expressed concerns about possible financial obligations U of T might face if the planned separation of the two institutions does not occur. A separation agreement was approved by Governing Council last year but is still awaiting formal assent from the provincial government. It is expected to be approved in the next six months.

If separation does not occur in the fall, the board has asked to re-examine the conservatory's financial status.

The conservatory is considered an ancillary of the University and thus operates on a cost-recovery basis. The University is not responsible for absorbing the conservatory's operating losses.

Robert Creech, vice-principal of the conservatory, told board members that the music school "fully intends to act independently and any financial obligations will be undertaken by us."

The two major reasons for the deficit

relate to the costs of separation, said Anca Ghitescu, the conservatory's director of business affairs and financial development. Legal fees and the failure to meet fundraising objectives (the start of formal fund raising was deferred until after separation) account for about \$347,500.

Ghitescu said she expects the deficit to decrease to about \$168,000 by the end of year. The conservatory has hired a consultant to conduct a feasibility study of fund raising and investigate the possibility of establishing a development department.

TRAVEL PROGRAMME

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PICK-UP OF OLD PHONE BOOKS FOR RECYCLING:

Grounds Department staff will be picking up old telephone books for recycling between April 22 and May 3, 1991.

For details on how to participate in this project contact your departmental Environmental Coordinator, or if one has not been designated, call the Recycling Coordinator, 978-7080.

EQUIPMENT

The "Equipment Exchange" is a service co-ordinated by the Purchasing Department to facilitate the recycling of surplus equipment within the University.

PLEASE NOTE: Equipment moved from research to administration or sold outside the University is subject to tax and duty. Contact Customs, commodity taxation section, if unsure.

Description	Qty	Model	Age	Mkt Value	Contact
Person Computer	2	IBM	1985	\$300/ea. or Best Offers	R. Wedge 978-6237
Portable Computer (w/case)	3	Compaq	1985		
Computer (IBM XT clone) w/monitor	1	Packard-Bell		Best Offer	M. Luening 978-5168
Noise Baffle Box (for Microvax II Computer)	3		1988	Best Offers	A. Heron 978-6323
Modem	2	Gandalf LDM419			
Terminal & Keyboard	4	Digital VT220			M. Fukunaga 978-6879
Terminal & Keyboard	2	Digital VT240			
Terminal & Keyboard	1	Volker-Craig VC5220	1986	Best Offer	
Steel Drawer Chest, on wheels	1		1963		Dr. M. Percy 925-5141 Ext.366
Rotator	1	Eberbach	1969		
Drying Oven	1	Precision	1963		
Grant Water Bath	1		1970		
Elt Meter	1	Markson	1975		
Marble-top Weighing Table	1	Can-Lab	1970		
Physiograph	1	E&M			
		Instrument Co.	1970		
Various Lab. glassware/apparatus				Best Offers	

U of T loses AIDS project

Continued from Page 1

nal investigation stalled the project causing it to fall even further behind schedule.

Last month the University appointed a management committee to devise a work plan and list of objectives after it was concluded that management problems had caused a delay in the system's implementation, Ten Cate said.

The plan was submitted to the advisory committee during a two-hour, closed-door meeting April 3 but was rejected because it lacked essential elements such as a detailed timetable for project completion, budget details and job de-

Plans proceeding for club renovation

PLANSTO renovate the Faculty Club are back on track. After receiving two bids last December too high for the \$330,000 budget, the club is again ready to tender the work. Professor Henry Rogers of the Department of Linguistics, president of the club, said the project no longer includes an excavation under the main dining room that would have increased the size of the basement pub by about four metres. The plan to build a wheelchair ramp and a special washroom on the main floor for people with disabilities has been delayed but not abandoned. The club expects to tender the project early this summer with a four-month construction phase starting in early August.

scriptions, Berger said.

The University had asked for an additional \$1.8 million to complete the design phase and announced the project could not get under way until December. The federal government accepted the proposal but, in the end, took the advice of the advisory committee, Ten Cate said.

New look for spring

ON MAY 6, the *Bulletin* will sport a new logo, a five-column format and elegant, easy-to-read typestyles. "We hope the redesign helps reinforce the paper's commitment to high-quality journalism for University faculty members and staff," said editor George Cook. The design is the work of Jim Ireland and Peter Enneson of James Ireland Design Inc., a Toronto graphic arts company. In November the *Bulletin* and the *U of T Magazine* — formerly in the Department of Communications at 45 Willcocks St. — moved to 21 King's College Circle where, with colleagues in media relations, they formed the Department of Public Affairs in the Division of Development & University Relations. "We think the paper's new style is a mark of a commitment to excellence in the department and the division as a whole," Cook said.



Notebook by Jane Stirling

How does the other half live? That question was answered April 3 for President **Rob Prichard** and second-year St. Michael's College student **John Hunt**. In a role swap that originated with the Arts & Science Students' Union fundraising raffle, Prichard attended a second-year calculus class and Hunt ran Simcoe Hall for a couple of hours as well as attending a reception at the president's home that evening. The math class "reminded me why I dropped engineering [at Swarthmore College] in 1968," Prichard said. "It reminded me how difficult I found the subject." Nevertheless, he enjoyed being back in class and plans to make similar forays into student territory every couple of months. Hunt said his temporary status was eye-opening. "I never understood how busy he [Prichard] is. Every 10 minutes or so, calls come in that he has to deal with. He solves a lot of crises." Hunt fielded the president's calls and met with a variety of administrators to talk about issues ranging from picket line security to the new smoking policy. And would he some day like to sit behind Prichard's presidential desk on a permanent basis? "Yes, but we're not going to let him know that. Let's make it a surprise."

Marty England, a planning officer at Simcoe Hall, deals with the serious business of helping to draw up the University budget. So in search of comic relief from time to time, he has been known to pull practical jokes. Late last year, due to telephone line problems, England received a number of phone calls from people who were trying to reach the U of T dental clinic. He jokingly provided callers with his advice on how to alleviate tooth problems. Shortly after the item was reported in Notebook, England's boss, **Dan Lang**, received a letter from the Royal College of Dental Surgeons chastising the office for the unauthorized advice that England was providing. "We are sure that the staff mem-

ber meant well but, as you may be interested to know, the 'string on the doorknob' technique has not been in general use in Ontario since 1926, and has not appeared on the Provincial Schedule of Approved Fees since 1958, and since March 1976 has not been part of the dental curriculum at the University of Toronto," wrote Graham Williams. The writing style seemed vaguely familiar and England finally figured out why. Williams, a.k.a. **Peter Leeney**, director in the Office of Statistics, Records & Convocation, had, it seems, the last laugh.

We learned last week that six U of T students have been awarded Mellon fellowships in the humanities. With six winners, U of T ranks with Berkeley, Chicago and Yale, and ahead of Columbia and Princeton, with four winners each. With 10 fellowships, only Harvard and Radcliffe, taken together, produced more.

In discussing the search for a new warden of Hart House at the University Affairs Board meeting April 2, **Tim Costigan**, president of the Students' Administrative Council, listed the necessary attributes. In addition to being a teacher, the "perfect" warden should be a mentor, acting as listener, counsellor and personal adviser to all 50,000 students at U of T. As one board member joked, this responsibility should keep the new warden busy indeed.

April showers may bring May flowers and the start of the baseball season but they also bring the end of classes and the beginning of exams for many students. The final day of classes varies from faculty to faculty but those in arts and science and in engineering finished April 12. The summer session begins May 13 and runs until mid-August.



The meaning of success

TO THE EDITOR:

Although we agree with Paula Dunning and Penny Moss that in their capacity as teaching institutions, universities should give a bit more emphasis to teaching and recognize good teachers, we are concerned that their Forum article did not, in general, represent reality ("From access to success," March 18). Basically they stated that universities should again lower their standards in order to increase the access and the "success" of students in first year. As graduate students and teaching assistants at the University, we have had the opportunity to see quite a few first-year students. It is true that they show signs of difficulty in adjusting to the expectations of university teachers, but we do not feel that the responsibility for their difficulty lies solely with the universities. High schools should provide psychological support for these students — the "success" that makes them feel good about themselves — but also, and more important, they should impart knowledge and teach the ability to communicate.

What do the authors mean by the term "success"? Is it the sort of success in which one attains a level of proficiency in a field, such as mathematics and biology, or in language use? Or do they mean a kind of personal success in which the achievement of someone with low proficiency in mathematics, for example, is equated with mastery of a difficult concept by someone with high proficiency? We suspect that they are mixing their meanings. While encouraging people is worthy, by the time students reach the university level those who attain a similar mark in the same course must demonstrate the same proficiency or the worth of the university degree will be downgraded. We feel that this has already happened to the grade 12 level.

So, although Dunning and Moss do not define the term "success," we think a successful student is one who has not only acquired some factual knowledge of a subject but who is able to communicate that knowledge and, what is most important, to understand it.

From our personal experiences we must conclude that the preparation and success (by our definition) of high school students is far from satisfactory. We estimate that about 10 to 15 percent of first-year science students are not able to do basic mathematical calculations such as averages or percentages. Another 20 percent do not understand much of what they read and their writing skills are so poor that it takes hours and two or three readers to make sense of their assignments. We find it appalling that these figures apply to a student population representing the "academic cream" of high school students in this province. TAs who have been teaching for up to four years declare that the quality of first-year students has declined noticeably over that period. Given that teaching and testing methods have not changed during this period and assuming that the students' IQs have not decreased, it would appear that the high school system, not the universities, has failed these students.

Dunning and Moss believe that uni-

versities should provide more help for these students, to get them through first year, and that teachers' expectations of students should be standardized and probably lowered as well. We believe the authors should revise their data and their point of view concerning the students. Indeed, reading the article we feel as if they were talking about young children who are not yet mature enough to take responsibility for their own destinies. Shouldn't 18- to 20-year-olds — adults at this stage — be responsible for themselves? Aren't they mature enough to understand that you must be able to meet different expectations from different people? If 18- to 20-year-olds can't or won't achieve a certain level of self-discipline and responsibility, why should universities adjust? This is supposed to be an institution of higher learning, not a kindergarten.

Hélène Dompierre
Grant Hurlburt
Scott Sampson
Gerardo DeIullis
Department of Zoology

Bora Laskin: closer ties

TO THE EDITOR:

In your issue of April 1, in connection with the opening of the Bora Laskin Law Library, you write that Laskin was a graduate of the Faculty of Law who became chief justice of the Supreme Court of Canada. That is true. But Laskin had much closer ties with the University and to Canadian university scholarship generally. He taught in the Faculty of Law from 1940 to 1945 and from 1949 to 1965 when he received his first judicial appointment. While here he was a superb teacher and a renowned scholar in the fields of constitutional law, labour law and property. He was an early president of the Association of the Teaching Staff, the predecessor to the U of T Faculty Association, and the Canadian Association of University Teachers. In all Bora Laskin was an alumnus, a fine judge and chief justice, a fine legal scholar and a fine University man. The library bearing his name honours him in all these roles.

Stanley Schiff
Faculty of Law

The inequities of equity

TO THE EDITOR:

As a member of the alumni council of the Ontario College of Art (OCA) I was interested to read that U of T's Governing Council is expanding the University's employment equity program to cover aboriginal peoples, persons with a disability and visible minority groups ("Equity policy adds options," April 1). I hope the University learns from the mistakes that OCA has made with its Equity 2000 hiring policy.

OCA has used section 13 of the Ontario Human Rights Code to advance women in general in the first phase of a "special program." A second phase is supposed to advance women and men in the three other targeted groups but has not yet been implemented. By not targeting aboriginal women, those with disabilities and members of visible minorities now the additional levels of discrimination they face will be ignored.

Anyone who reads Equity 2000 soon realizes that it contains no evidence that women in general have faced greater job discrimination at the college than women and men in the other three targeted groups. Yet in 1990 the Ontario Human Rights Commission approved the policy and, as a result, black men have been barred from all the best jobs at OCA for 10 years.

Because employment equity works on the basis of identifying the groups that need help and then removing the barriers to full employment they face, it is important that U of T specifically target women of colour, aboriginal women and women with disabilities for jobs reserved for women in general.

At OCA, where the status of women committee that produced the Equity 2000 report and the Governing Council were unrepresentative of the multicultural community, this approach was not taken. Not surprisingly the additional discrimination that women of minority groups face is ignored by Equity 2000, thus maintaining the barriers that these women have always had to overcome.

A number of organizations representing the targeted groups shut out of the program — the Alliance for Employment Equity, the Urban Alliance on Race Relations, the Congress of Black Women of Canada, the National Association of Japanese Canadians, the Chinese Canadian National Council and the Canadian Advisory Council on the Status of Women — evaluated the policy and complained to the college and the Ontario Human Rights Commission. In its submission to the commission, the urban alliance concluded: "The Equity 2000 Plan is an insult to the targeted groups excluded from phase 1 and makes a mockery of the ideals and objectives of employment equity for a more just and equitable work place."

I hope U of T handles the expansion of its policy with more skill.

Neil Cochrane, alumnus
Ontario College of Art

Enrolment growth; fiscal pressures

TO THE EDITOR:

Much has been said and written recently concerning the elimination of the Spanish language program at Erindale College. Particular attention has been paid to the question of enrolment in the program and to my status as a senior tutor. For example, in his letter of March 18 ("Complete accounts, full disclosure"), Thomas Mathien requests information about "how large enrolment is in both the program and in Spanish language electives on the Erindale campus" and "the contributions of the person to be terminated to the academic community." I am happy to provide some information on both points.

The possibility of eliminating Spanish at Erindale first came to my attention more than a year ago. On March 20, 1990, in a meeting with discipline representatives and associate chairs of the humanities division, Professor Roger Beck, vice-principal (academic) and associate dean (humanities and part-time studies), made a dramatic statement: in response to fiscal pressures Erindale College must either sacrifice its specialist program in English or the whole Spanish department.

What of the claim that enrolment in the program is low? The fact is that since 1985-86 enrolment in Spanish at Erindale has increased steadily. In 1987-

88, my Spanish 100 section had 43 students, 30 of whom wrote the final exam. In the current academic year, enrolment has risen 15 percent. As in previous years, we have had to turn away students. In absolute terms enrolment in Spanish compares favourably with other foreign languages at Erindale.

As for fiscal pressures, they are apparently not strong enough to hinder the establishment of new programs, even while current ones are threatened. On Jan. 23 the Academic Board approved a new five-year drama program at Erindale. Meanwhile in the November 1990 issue of *Job Lists*, published by the Modern Language Association (MLA), the Department of Spanish & Portuguese advertised for a new assistant professor.

In a recent article in the *Bulletin*, Principal Desmond Morton repeated the claim that the Spanish department at Erindale was to be closed because of low enrolment ("UTFA seeks job security for tutors," March 4). In the same article, Principal Morton says he hopes I will find a job elsewhere in the University. This is ironic in view of the fact that since I started as an assistant professor in 1978 I have more than once received letters of congratulations from Principal Morton and his predecessors on my contributions to the college, particularly for the outstanding evaluations by students of my teaching performance.

I have presented more than 30 papers at conferences in North America, Spain, Italy and Argentina and published 14 articles in Canada, the US, Spain, Argentina and Puerto Rico, in addition to reviews. I have also delivered lectures to the Hispanic community at the Alianza Cultural Hispano-Canadiense, acted as a consultant in Spanish literature for the International Festival of Authors at Harbourfront and organized sessions for national and international conferences. My research has been supported by the Social Sciences & Humanities Research Council (1981 and 1983), the University's Office of Research Administration (1979, 1982, 1986 and 1990) and Spain's Ministry of Foreign Affairs (1987).

Mirta Cohen
Erindale College



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Lunch Service	Friday, August 9	Wednesday, Sept. 4
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Our Shame

Another long-service faculty member fired

Dr. Adele Fisher, a Senior Tutor who runs the Writing Lab at Scarborough College, has been told that her contract will not be renewed after it expires on June 30, 1992.

The administration plans to replace her with two teaching assistants and two computers.

By the end of her contract, Dr. Fisher will have been a faculty member at this University for 18 years. She will be 54 when she is put out of her job. She has no other means of support.

Students and faculty agree on the high quality of Dr. Fisher's work and her contribution to the College.

Dr. Mirta Cohen, a noted scholar who has taught Spanish at Erindale for 14 years, has also been fired. Other victims have doubtless been targeted. Their identities lie buried in secret "planning documents."

These Senior Tutors, these women, are being fired because they are unprotected, because it is convenient. The majority of Senior Tutors are women.

Two more Senior Tutors at Scarborough, a woman with 22 years service and a man with 16, are immediately threatened. A decision is to be made about their positions before April 30.

A faculty member writes

"More than fifteen years ago, in order to take advantage of an oversupplied academic job market, the University underhandedly created a new job category, the exploitative nature of which it tried to cover up by giving it the prestigious British title of TUTOR.

"So, the University placed a number of individuals, whose superior capacities it had recognised, in a position to have their heads cut off whenever it would deem convenient.

"Why is this so unethical? Simply because it is clear to any honest person that these "terminated" individuals, generally in their 50s, stand almost no chance of continuing to practice their profession with dignity, largely because of the very conditions of employment under which they have served this institution."

Louis B. Mignault, Associate Professor of French,
Scarborough College

We have choices

The tutor ranks have a history of dubious employment practices, including the sexism that created low-paying, low-status categories for highly qualified female employees.

It brings shame on our university that we sacrifice these vulnerable teachers to our frustration over our budget.

The firings don't save much money, and their moral and spiritual cost is intolerable.

We have choices. We need to clarify what our choices are. We need to set University-wide, morally sound guidelines for our academic planning. We need leadership.

The University of Toronto Faculty Association urges members of the University community to demand sensible, ethical guidelines for administering academic plans.

Please send copies of your letters to UTFA, or call us at 978-3351.



Report of the Working Group on Environmental Studies

Executive Summary

The Provost held a retreat on 30th August 1990 to consider the University's organization of teaching and scholarship in the broad field of the natural environment and of renewable and non-renewable resources. The stated purposes of the meeting were to gain a preliminary understanding of the areas that are being covered in the university and how they are organized program-matically and administratively, and to consider possible changes. The deliberations led to the establishment of a Working Group to continue the work of the retreat, and to develop an inventory both of the programmes and courses in the environment offered at the undergraduate level and of the resources that are used to deliver them.

A number of imbalances were detected between the demand for certain programmes and the resources available to deliver them, most particularly in relation to programmes offered by Innis College, the Faculty of Forestry and the Department of Geology. The Working Group concluded that:

- current interest in the environment and the demand for the highest endeavour in scholarship, research and teaching in the environment are not transient phenomena
- this University has considerable academic strength in relation to the environment, but this strength is not well focused or directed
- the University's programmes, faculty and students, and reputation in the field are not well served
- this University is falling behind other universities in the field

These conclusions led the Working Group to examine the structure under which our programmes are administered and to realize that a new arrangement is needed if the University is to be a truly significant contributor to society.

The Working Group developed a list of the attributes desirable for the delivery of a coherent body of undergraduate and graduate programmes in the environment. A number of administrative structures were considered in relation to these criteria, including:

- an undergraduate collaborative programme
- an undergraduate centre or centres
- a new department
- a new programme, as proposed by the Faculty of Arts and Science and to be based in that Faculty
- a new faculty

The Working Group concluded *inter alia* that a new faculty led by a dean who is an acknowledged environmental scholar could most effectively and efficiently:

- organize and use resources to support a coherent body of teaching, research and scholarship of a quality that would make the University of Toronto a significant contributor in the field
- develop new courses and programmes that integrate knowledge derived from the traditional disciplines
- compete for resources
- provide the stature to facilitate cooperation with other University divisions on all three campuses
- supply a physical base regarded both by faculty members and students as an academic home
- signal strongly to the external community the University of Toronto's commitment to academic endeavours related to the environment

Consequently, the Working Group recommends that the University establish a new Faculty of the Environment.

The Faculty should be established *using existing resources*.

The Faculty should be multidepartmental, and should initially incorporate the following academic units:

- the Faculty of Forestry
- evolutionists and ecologists in the St. George departments of Botany and Zoology (Those members of the two departments remaining in the Faculty of Arts and Science could join forces to become a Department of Biology)
- the Department of Geography and the Programme in Planning
- the Department of Geology
- Innis College, which would become a college of the Faculty of the Environment (Cinema studies could play a valuable role in the Faculty, but may prefer to remain in the Faculty of Arts and Science.)

Each of the units to be incorporated into the Faculty would take all of its resources with it and its members would transfer *in toto*: individuals from other units who choose to join the Faculty would also take their share of resources with them. Cross-appointments to the Faculty would carry with them their appropriate share of resources. The Working Group envisages that many academic units would be involved in these new relationships.

The Faculty would occupy

- the Earth Sciences Centre, where its administration, library, student and Faculty services, and common space would largely be located, and
- Innis College.

It will not be possible or necessary for all who join the new Faculty to move to these locations. This is particularly true of the geographers, botanists and zoologists, as well as of cross-appointees. Negotiations for their accommodation will have to take place between the Dean of the Faculty of the Environment and the Dean of Arts and Science.

The Faculty of the Environment should offer B.A. and B.Sc. degrees. It should develop requirements for each of its undergraduate degrees, including:

- Core courses offered within the Faculty
- Elective courses offered within the Faculty
- Elective courses offered by other faculties
- The provision of work experience

The Faculty should also vigorously pursue cooperation with other divisions in providing academic programmes in the environment for the University at both undergraduate and graduate levels. The Faculty should offer graduate programmes at the master's and doctoral levels. These should be discipline-based and collaborative between its own constituent units and with other graduate departments. It will be essential to create a new and close affiliation with the Institute for Environmental Studies, which has served long and successfully as the graduate focus for environment activities on campus. The nature of these affiliations should be determined by all parties, including the School of Graduate Studies, when the Faculty is established.

Ultimately, the Faculty of the Environment may consider developing appropriate professional Masters' degrees, and Executive Education, Diploma and Certificate programmes

To support studies on the environment in the University, the Working Group also proposes that the following bodies be established:

- A Consultative Committee for Studies on the Environment in the University. Given the multidisciplinary and evolving nature of studies on the environment, this committee would enhance University-wide consultation and cohesion among the different academic units offering programmes and courses in the environment.
- An Advisory Board for Environmental Studies in the University. This Board would be a conduit for advice and exchange between the University and the external community on environmental programmes and research.

Report of the Working Group on Environmental Studies

I. Introduction

1. Background

Concern about the impact of human activity on the integrity of the global environment has grown steadily in the last three decades, triggered initially by events such as the first Earth Day (22 April 1970), and the publication of books such as *Silent Spring* by Rachel Carson (1962) and *Limits to Growth*, edited by Donella H. Meadows (1972). With the 1987 publication of *Our Common Future* by the World Commission on Environment and Development (the Brundtland Report), there is now broad recognition, both in developed and developing countries, that current strategic approaches to economic development cannot be sustained without permanently damaging the global environment and destroying its potential to support future generations.

Against the background of an exponentially rising human population, the growing pressure on the world's finite resources is formidable. Specific environmental threats are no longer theoretical considerations. Climate change, acid precipitation, waste disposal, atmospheric and marine pollution, deforestation and ozone depletion are all upon us today. The restoration of environmental quality and protection of biodiversity have become vitally important to all people. With this, environmental issues have risen to the top of corporate and government agendas across Canada, and elsewhere.

Through the Brundtland Report, the concepts of economic and biological sustainability have become widely accepted. Environmental concerns are no longer confined to "fringe" groups, but are now part of mainstream thought and policies. In Canada, evidence for this is the formation of provincial and national round tables on the environment and the economy, which are attempting to adapt the principles of sustainable development to industrial and government activities. Through a variety of initiatives, specialists from the natural and social sciences—biologists, climatologists, chemists, geographers, geologists, economists, engineers and political scientists—are coming together in an attempt to find sustainable solutions to the environmental problems associated with resource extraction, primary

manufacturing and urban development. Satisfactory solutions will require an unprecedented degree of interdisciplinary cooperation and activity.

It is timely and essential that the University of Toronto clearly define what role it will assume in addressing the environmental imperative. If we do not, we shall become largely irrelevant to our own students, to society's needs and to the future.

2. Summer Retreat

On 30 August 1990, the Vice-President and Provost, Joan Foley, chaired a one-day "Retreat on Natural Resources and the Environment" to consider the organization in the university of undergraduate and graduate teaching and scholarship in the broad field of the human use and management of the natural environment and resources. The stated purposes of the meeting were to gain a preliminary understanding of the areas concerned with the environment that are being covered in the university and how they are organized programmatically and administratively, and to see whether it would be advantageous to the endeavour as a whole to make changes in this organization. More than twenty faculty members specializing in these areas, or involved in their administration, participated. As a result of the discussions, the Provost established this Working Group on Environmental Studies.

The primary purposes of the Working Group were (1) to pursue further the aims of the Retreat, and (2) to develop an inventory of the programmes pertaining to the environment that are currently offered through faculties and colleges at the University, and to assess the relationship between their enrolments and teaching resources.

The specific objective of the Working Group was to determine what organizational structure would best facilitate teaching, scholarship and research on the environment so that:

- the University's resources can be used to best advantage
- the University's commitment in these areas can be communicated strongly to the external community, and particularly to prospective students.

3. Membership of the Working Group

The membership of the Working Group on Environmental Studies was established to represent a spectrum of environmental interests and not to reflect a comprehensive representation of constituencies. The members are: Rorke Bryan, associate chair, Department of Geography and Scarborough College; Rod Carrow, dean, Faculty of Forestry; Don Dewees, associate dean, Division II, School of Graduate Studies; Isobel Heathcote, director, Environmental Studies programme, Innis College; Don Mackay, Department of Chemical Engineering; Tony Melcher, vice-provost (chair); Gary Sprules, Department of Zoology and Erindale College; Richard Stren, director, Centre for Urban and Community Studies; John Westgate, chair, Department of Geology; Joseph Whitney, chair, Department of Geography; Ann Zimmerman, Department of Zoology; and Alvan Bregman, assistant vice-provost, arts and science (secretary).

The majority of members of the Working Group belong to units that are engaged in environmental teaching and research

or to units that could be affected directly by recommendations that the Group may make. Because of this, the Working Group spent some time in its early meetings discussing the loyalties and responsibilities of its members in developing recommendations for this report. The Working Group came to the understanding that, as each of its members served at the invitation of the Provost and was to report to the Provost, the interests and priorities of the University as a whole must supersede those of individual academic units. Consequently, the Working Group has endeavoured to develop a report that, in its view, provides recommendations that would best serve the University as a whole.

4. Meetings

The Working Group first convened in November 1990 and met 14 times between then and March 1991. An Open Meeting, advertised in *The Varsity* and *The Bulletin*, was held on 15 January 1991 and was attended by over fifty people (see Appendix 1 for a list of speakers at the meeting). Written submissions were sought and received from many concerned academics and students (see Appendix 2 for a list of submissions received). The dean of the Faculty of Arts and Science met with the Working Group to discuss her submission.

5. The Inventory

At the outset, the Working Group set about drawing together information in order to compile an inventory of programmes and courses that are offered in the University. A memo was sent out on 26 November 1991 to all principals, deans, directors and chairs requesting statistical and other information, and an inventory subcommittee consisting of Rod Carrow, Isobel Heathcote and John Westgate, was formed to analyze the data contained in the submissions. A second memorandum was sent out on 17 January 1991 soliciting further information (see Appendix 3 for copies of these notices). The completed inventory is appended as a separate document to this report (Appendix 4).

II. General Considerations

1. How can study of the environment in the University of Toronto be defined?

There are many interpretations of what is represented by studies on the environment in this University. Such diversity is appropriate and inevitable. However, for the Working Group to evaluate the current organization of programmes and to make recommendations for new organizational structures, it was necessary to develop operational definitions of the environment and of environmental programmes. The operational definitions it developed are:

- **The environment** consists of atmospheric, terrestrial and hydrological systems with their associated organisms and chemical components interacting dynamically under the control of natural laws. While humans are a part of such systems, they also possess an unprecedented ability to modify these systems, often with adverse consequences. Examples of human intervention that modify the biological, physical and social environment include resource exploration and development, industrial activity, agriculture and urbanization.
- **Environmental programmes** are those programmes that develop the student's understanding of: environmental systems in general, the structure and function of defined sectors of the environment, the way in which humans fit into the environment, and

the evaluation and development of policies guiding human interaction with the environment. Such programmes must span several disciplines and must seek to integrate the knowledge of those disciplines, emphasizing the ability to work with specialists from several disciplines to analyze and solve problems. Both specialist and more broadly based programmes are appropriate. Environmental programmes should be guided by the principle of biological and economic sustainability, and focus mainly on whole organisms, populations, communities or ecosystems.

2. Through what organizational structures are environmental programmes offered at the University of Toronto?

The University has strength in teaching, scholarship and research in many areas related to the environment. Those related to undergraduate teaching are reported in the inventory that the Working Group developed (see Inventory, Appendix 4).

There are a number of departments and programmes that provide a focus on environmental matters. These include life science departments (such as Botany and Zoology), earth science departments (such as Geology and Geography), social science departments (such as Geography and Planning) and professional faculties (such as Forestry, Medicine and Applied Science and Engineering). Programmes which provide core instruction and make use of departmental resources include the Innis College environmental programme, Environmental Sciences and Environmental Management (Erindale College), and Terrain and Environmental Earth Sciences, and Ecology and Environmental Biology (Scarborough College). Relevant courses are also offered in many other divisions of the University.

This extensive set of offerings is not seen by the Working Group to be organized to draw the most from our endeavours, to correlate resources with academic activity and student demand, or to avoid unnecessary duplication. The most outstanding examples of mismatched resources and demand are seen in the Innis College programmes, in the Faculty of Forestry and in the Department of Geology. In 1990-91, Innis had an enrolment of 475 FCE (full-course equivalents) in environmental courses staffed by fewer than 2.0 FTE (full-time equivalent) nontenured instructors. At the other end of the spectrum, the Faculty of Forestry, with a tenured faculty complement of 15.7 FTE, teaches a total undergraduate enrolment of 343 FCE. Similarly, the Department of Geology at St. George campus has a tenured faculty complement of 15.05 FTE teaching an enrolment of about 375 undergraduate FCE in all aspects of its discipline (see also the Inventory of undergraduate offerings, Appendix 4).

Individual departments are able to offer environmental courses and programmes which stem naturally from specific discipline strengths. However, students in one faculty may not be able to enrol in, or be able to obtain credit for, courses offered in another faculty. Programme offerings may effectively be restricted to students in particular department-based disciplines because prerequisites may be set for entrance to higher-level courses. There are also caps on enrolment set because of limited teaching resources. According to students who addressed the Working Group, these restrictions seriously impede the interdisciplinary and cross-faculty flow which they believe is necessary for their education. The Working Group concurred in identifying these as key problems which an improved organization for environmental programmes would need to resolve.

The Working Group was told at the Open Meeting that our students are increasingly coming to believe that other universities offer better environmental programmes than does the University of Toronto. Throughout North America and Europe, universities are actively involved in the debate of how best to deliver such programmes. This is also true of virtually all of the universities in Ontario. In this connection, the Working Group noted with interest the development of new, and the expansion of existing undergraduate environmental programmes offered by universities such as Carleton, Guelph, McMaster, Trent, Western Ontario and York. The Working Group is also conscious that the University of Toronto has recently lost at least three leading environmental scholars to other Ontario universities, and we understand that others may also be leaving. The Working Group was driven to conclude that the University of Toronto has fallen well behind other universities in its delivery of environmental programmes.

These considerations persuaded the Working Group that our University's extensive talent and resources are not being employed to best advantage to:

- recruit faculty and students
- teach undergraduate and graduate students
- develop academic policy in relation to environmental programmes
- focus our endeavours in raising grant funds and contracts for research, scholarship, academic enterprises and service programmes
- attract the attention of potential employers to our graduates

In short, the University lacks cohesion and a distinctive profile in the area of the environment, despite having the capacity to attract national and international attention to its endeavours.

The Working Group consequently concluded that organizational change is essential if the University is to

- use effectively the resources that it has to support studies on the environment
- attract and retain excellent students and faculty
- achieve the recognition that it deserves from both inside and outside for its environmental endeavours
- become the important educational centre for the environment which it should be, given the talent with which it is endowed.

3. What are the principal criteria that need to be met by environmental programmes at the University of Toronto?

Before making recommendations concerning an organization to support delivery of environmental and resource management programmes in the University, the Working Group decided that it also needed to provide general criteria that such programmes ideally should meet. The Working Group concluded that environmental programmes should:

- be problem-focused: that is, programmes should provide a broad perspective on the many complex problems related to the environment; such programmes could be either specialist or more broadly based
- encourage cooperation among disciplines: that is, programmes should impart multidisciplinary literacy and provide the integration of knowledge from the many disciplines relevant to solving environmental problems. A team approach to problem solving should be encouraged by instilling understanding and appreciation for the expertise and methodologies used by a variety of disciplines.

A new organizational structure must provide avenues that enhance the education of students so that, on graduation, they will have been prepared to pursue long-term, sustainable solutions to environmental problems. As graduates from undergraduate environmental programmes, they will be expected to take an active, responsible role in society. These goals can be met best by programmes that combine theory, knowledge and practice. Students will require, as far as is possible, an integrated programme structure, featuring both a core of general study, drawn from several disciplines, to ensure breadth of understanding, and in-depth study to acquire a meaningful amount of fundamental knowledge. This can be characterized as an "integrated" structure, allowing for the flexible design of strong programmes with several major foci and multidisciplinary literacy. Wherever useful, innovative teaching methods should be employed.

In addition, students should obtain practical experience in both regulatory and technological frameworks as they affect environmental issues. A professional experience year (PEY) or similar practical component should also be available in the programmes, and the experience gained thereby should be carefully chosen, critically examined and evaluated as a programme requirement.

In order to be effective in the real world, emphasis should be placed on developing communication, negotiation and conflict resolution skills. There should also be imparted a strong sense of ethical responsibility and personal accountability.

The Working Group believes that in the interest of presenting coherent offerings to students and of the efficient use of resources, it is also necessary to limit the scope of environmental programmes. It believes that the environment should be represented within the new structure by a set of programmes united by a common philosophy and administrative framework. Initially programmes are likely to consist of courses as currently taught by constituent units. The passage of time, turnover of faculty, evolving research interests, and so on, are expected to lead to the development of new and often more interdisciplinary courses. Three areas of concentration are suggested, within which programmes could be established:

- **Environmental Science.** B.Sc. programmes focusing on a scientific understanding of the structure and function of natural systems. In addition to their scientific focus, these programmes should address the economic and social impacts of human interaction with natural systems. These programmes would better utilize and focus the University's environmental strengths in the Sciences.
- **Environmental Management.** B.A. and B.Sc. programmes focusing on the management and human use of the environment, and on the way in which society evaluates and makes decisions about that use, including control and mitigation of environmental impacts. Programmes should emphasize the integration of natural and social sciences in environmental management and the development of public policy. These programmes should make use of the University's environmental strengths in the Social Sciences, including Economics and Law, and the special experience developed in Innis College.
- **Urban Environment.** B.A. and B.Sc. programmes focusing on urban and peri-urban ecosystems; e.g., parks, greenbelts, reserves, urban aquatic resources, storm-water management, waste management, and energy use. Such programmes should be particularly appropriate in view of the

University's location in the largest and most rapidly growing metropolitan area in Canada, and should make use of the University's special strengths in Planning, in the Applied Sciences and Engineering and in Landscape Architecture, in addition to those in the life, natural and social sciences.

The Working Group is conscious of the many academic strengths the University possesses in addition to those highlighted in the paragraphs above. Examples of these are:

- the environmental programmes at Erindale and Scarborough Colleges
- the considerable complementary expertise in our many science departments and in disciplines such as Management, Philosophy and Sociology
- the existing and evolving programmes in Environmental Engineering
- the Occupational and Environmental Health Units in the Division of Community Health in the Faculty of Medicine and that Faculty's strength in human toxicology

It is crucial, in our view, that the University's existing strengths be effectively exploited in planning the programmes to be offered by whatever administrative entity is established for the environment. It is important to stress that the programmes suggested above could be offered by existing faculty members in the University. Appropriate offerings from all relevant disciplines should be available to, and included as electives in, the degree programmes offered by the new structure. Similarly, programmes provided by existing departments, faculties and colleges should include electives from the new structure's offerings in their programmes. Ready access to courses should be given to appropriately qualified students, irrespective of the academic unit in which they are registered, and home departments should accept these courses for credit if relevant to the degree programme in which the student is registered.

The Working Group believes that employing fully our strengths in this way would allow us to develop programmes rich in quality and diversity. These programmes should serve our students well and attract excellent new students and favourable attention to the University from both the academic and wider worlds, including from prospective employers.

4. Which criteria should govern the organization of a new structure for environmental programmes at the University of Toronto?

The consideration of structures to provide for the delivery of environmental programmes requires the development of criteria against which such structures may be evaluated. The Working Group decided that an ideal organizational structure should:

- be able to organize the most effective and efficient use of resources to support a coherent body of teaching, research and scholarship of a quality that would make the University of Toronto a significant and responsible contributor to the field; it should be able to develop attractive programmes and courses of quality that most fully exploit and consolidate the University's strengths, while avoiding unnecessary duplication of offerings
- be equipped to develop new courses and programmes that integrate knowledge derived from traditional disciplines
- embody adequate authority and influence in order to foster cooperation with other University divisions on all

three campuses: while providing the academic focus for the University, it should allow for the organization of course and programme offerings across divisional boundaries so that both undergraduate and graduate students in any faculty or department would have ready and easy access for credit to all of the University's offerings, consistent with their programmes of study and appropriate academic preparation

- enable its administrators to compete effectively for resources within the University
- provide a physical base that would be regarded by students and faculty members alike as an academic home conducive to
 1. teaching, learning, scholarship and research
 2. providing a milieu in which interaction with peers and intellectual stimulation is fostered, aided by the presence of a dedicated library, other resource centres, one or more lounges and a counselling service
- provide for flexibility and the capacity to meet developing academic and social challenges and problems related to the environment
- be consistent with and be capable of operating within the University's administrative structure
- be amenable to rapid implementation
- set an example for the whole University in practising environmentally responsible behaviour: it should be able to lead in the "greening" of the University
- provide a strong signal to the external community concerning the University of Toronto's commitment to academic endeavours related to the environment

III. Possible Structures

Having decided that it would not be in the interest of the University to maintain the status quo (see II.2., above), the members of the Working Group proposed and examined a number of shapes which a new administrative structure for the environment might take. The structures considered included:

- a. an undergraduate collaborative programme
- b. an institute or institutes
- c. a new department
- d. a structure within the Faculty of Arts and Science
- e. a new faculty

These structures were discussed against the background of the requirements for an ideal organizational structure, set out in II.4., above. Further, and of singular importance, the Working Group understood that it could not rely on the possibility that the University could or would divert new resources to a new structure. The Working Group noted that opportunities exist that cannot be pursued without the expenditure of new funds. However, all of the Working Group's considerations were limited by the understanding that

any proposal that was made had to be contained within the existing resource base.

a. An Undergraduate Collaborative Programme

The model for a collaborative programme considered by the Working Group is that offered by the School of Graduate Studies and is exemplified by the collaborative programmes in Environmental Studies and in Neuroscience.

Interested academic units agree to participate in the collaborative programme, to which each unit offers programmes of study. Students must first register in the academic unit of choice and only then in the collaborative programme. They earn the degree offered through the academic unit and receive a notation on their transcripts, "Completed [specialist/major/minor] programme in environmental [studies/sciences]".

The collaborative programme would be administered by a programme committee comprised of a representative from each of the participating academic units, and would be chaired by one of these representatives.

The academic unit would set the requirements for the degree and the programme committee would describe the minimum components that must be completed for a notation to be added to the transcript.

A page describing the collaborative programme would be included in the calendars of the faculties to which each of the participating academic units belong.

Advantages of an Undergraduate Collaborative Programme

- An undergraduate collaborative programme could:
 - allow for the organization of course* and programme offerings across divisional boundaries
 - establish an identifiable office and, perhaps, a meeting place for faculty members and students in the environment
 - facilitate graduate studies through affiliation with the existing graduate collaborative programme in Environmental Studies
 - be consistent with, and be capable of operating within, the University's administrative structure
 - be put in place reasonably quickly

Disadvantages of an Undergraduate Collaborative Programme

In order for many of the advantages of an undergraduate collaborative programme to be realized, heavy reliance must be placed upon the good will of the heads of collaborating units and of the deans involved. Even if such good will develops, the programme(s) will be in competition for resources with traditional, discipline-based departments. Furthermore, participating members of faculty would owe particular loyalty to their department chairs and not to the chair or director of the collaborative programme.

The chair of the programme committee would lack administrative stature and administrative influence for the acquisition and disposition of resources and space, and in negotiating with deans and chairs on academic matters. Accordingly, she/he would be inhibited greatly in:

- providing the leadership required for effective coordination, initiation and flexibility in organizing programmes in the environment
- making successful proposals to the University administration
- attracting the attention and interest of outsiders
- setting norms for environmentally responsible behaviour in the University

The current Innis College programme exemplifies in a number of ways many of the advantages and disadvantages described above.

b. An Institute or Institutes Devoted to the Environment

This structure is based on that used for graduate centres and institutes in the School of Graduate Studies and could include a collaborative programme. The Working Group considered the formation both of a single institute and of a group of

four institutes, dealing with Natural Resource Sciences, Resource Policy Management and Development, Urban Management and Occupational and Environmental Health, respectively. For practical reasons, only a single institute will be described here.

The Institute would be headed by a director who would report to the dean of the faculty in which the institute is located. The Director would receive release time for her/his duties, the replacement stipend to be met by the dean of the faculty. The Director would be responsible for attracting scholars and teaching staff to the Institute, using stipends provided by the dean or on the basis of good will. The Institute would depend upon the faculty dean to acquire space and other resources.

Graduate studies could be fostered in collaboration with the existing graduate Institute for Environmental Studies.

Advantages and Disadvantages of the Institute Structure

The advantages and disadvantages of the institute structure are in many ways similar to those described for a collaborative programme. On the positive side, a particularly supportive dean could enhance its advantages and, to some extent, mitigate its disadvantages. On the negative side, an institute would be heavily dependent on the good will of the dean, on the pressures put on that dean by the other departments and interests in the faculty, and could be hostage to changes in faculty leadership. Of particular concern to the Working Group is the lack of administrative influence at the University level that would be available to the Director.

c. A New Department

The Working Group considered the advisability of recommending the establishment of a new department of the environment in an existing faculty. This would require transfer of resources within the faculty from existing activities to the new department. However, the range of disciplines that needs to be included in the programme envisaged is inconsistent with a traditional department structure. Moreover, whatever the advantages that would stem from such a structure, many of the disadvantages associated with the two structures described above would remain, and in particular, the disadvantages described for the institute structure, e.g., lack of influence at the University level.

d. Arts and Science Environmental Programme Streams

The Faculty of Arts and Science has proposed that it take a leading role in the development and delivery of environmental programmes at the University, by making use of its large faculty complement and variety of departments. Two programme streams are envisaged, the one being discipline-based, the other being generalist in scope. A specialist programme – really, a double major – would allow for discipline depth on the one hand and interdisciplinary breadth on the other. According to the Faculty's proposal, the generalist stream would grow out of current Innis College offerings. A professional experience year (PEY) would be built into both streams. An Environmental Programmes Board would be set up as a supra-departmental and supra-college unit to rationalize and coordinate all environmental courses and programme proposals. The director of the board would report to the dean, and their combined commitment would ensure adequate funding and organizational authority.

**Advantages of Arts and Science
Environmental Programme Streams**

This proposal meets a number of the criteria outlined in section II.4, above:

- it provides for environmental leadership by appointing a director of programmes and by setting up a programmes board
- it promises to coordinate many currently offered programmes and to develop new ones
- it provides choice for students
- its structure could be sufficiently flexible to respond to changing needs and problems with respect to the environment and to any waxing and waning of interest in the environment
- it could operate within the University of Toronto's existing administrative framework and it could be implemented very quickly
- it could be provided with space to establish a home identity

**Disadvantages of Arts and Science
Environmental Programme Streams**

The Arts and Science proposal also had some identifiable weaknesses in the eyes of the Working Group:

- it is a plan for the Faculty of Arts and Science and not for the University
- as a plan for the Faculty of Arts and Science, it could not adequately take into account the offerings at Forestry, Engineering, Scarborough College, or elsewhere. The Working Group felt that the new structure should provide a home for people from all parts of the University.
- it does not provide for strong independent leadership in representing the environment both inside and outside the University. The Working Group believes it is critical for the University to signify to its own community and to the outside community that the environment is of prime importance to its academic and other activities. It was felt that adoption of the Arts and Science plan, even with modifications, would not send this signal. The dean can speak only for the Faculty of Arts and Science, and the environment would command only a small part of the dean's attention. She or he may have difficulty providing the environment with an appropriate amount of exposure. The director, while speaking for the environment in the Faculty of Arts and Science, would lack the authority of a dean when addressing the University and the wider community.
- the lack of budgetary strength that can be accorded the programmes board and the director makes support for the programmes vulnerable to the demands of the regular departments in the Faculty
- the flexibility noted above as an advantage of the structure can also be seen as a disadvantage, to the extent that it signals a possible lack of sustained commitment to studies in the environment: changes in external attitudes about the environment could result in a reactive, negative response
- new appointments in the programme will still be identified according to Faculty needs and departmental persuasiveness, so that the programme will be dependent upon the good will of the dean and appropriate Faculty committees in endeavouring to plan and define its strengths and direction. In short, the director will not be able to put the programme's case directly to the University's central administration.

e. A New Faculty

The Working Group considered the advantages and disadvantages of establishing a new Faculty and concluded that this structure provided the best solution for the University. Consequently, the Faculty structure will be presented in considerable detail.

A new Faculty of the Environment should be multidisciplinary in form, have its administrative base in the Earth Sciences Centre, and initially incorporate the following academic units:

- the Faculty of Forestry
- evolutionists and ecologists in the St. George departments of Botany and Zoology (Those members of the two departments remaining in the Faculty of Arts and Science could possibly join forces to become the Department of Biology.)
- the Department of Geography and the Programme in Planning
- the Department of Geology
- Innis College, which would become a college of the Faculty of the Environment.

The Working Group carefully considered the impact of including Innis College and concluded that the College should benefit greatly from the change. Innis College's current strong involvement in environmental matters would be enhanced, and the college would become identified both within and outside the University as having a distinctive profile among the Constituent Colleges. Prospective students interested in pursuing a degree in environmental studies should soon come to see Innis College as providing an important physical home within the Faculty of the Environment, additional to that provided by the Earth Sciences Centre. Two of the College's three major programmes, environmental studies/sciences, with 49.4%, and urban studies, with 5.6% of students enrolled in INI courses, would fit well into the new Faculty. Cinema studies could play a valuable role in the new Faculty, but may prefer to remain in the Faculty of Arts and Science, perhaps moving to New College while retaining access to its projection facilities at Innis College.

The Working Group identified other units whose interest in a relationship with the new Faculty should also be explored. These include:

- the Department of Anthropology
- the Division of Community Health
- the Landscape Architecture programme
- the Institute of Policy Analysis
- the new McMaster/University of Toronto Institute for Environment and Health

Individuals from any part of the University who so choose could be cross-appointed to appropriate departments in the new Faculty, either status only or for a proportion of an FTE. Similarly, members of the new Faculty may choose to be cross-appointed to other academic divisions. Other units not explicitly identified by the Working Group may also wish to strengthen their identification with the environment by pursuing appropriate affiliation with the new Faculty.

Graduate Programmes

The new Faculty would be expected to make an important contribution to research, scholarship and the education of graduate students interested in the environment, and should therefore have a number of graduate departments. These departments should provide graduate programmes leading to M.A., M.Sc. and Ph.D. degrees. It is to be expected that the graduate departments of Forestry, Geography and Planning, and Geology would want to continue intact in the new structure, probably offering programmes strongly reflective

of their disciplines, in addition to participating in graduate environmental programmes. The ecologists and evolutionary biologists could continue at first to provide programmes through the graduate departments of Botany and Zoology, with the expectation that they would eventually develop their own programmes within a new graduate department located in the new Faculty.

The Working Group sees the desirability of the graduate departments in the new Faculty also developing collaborative arrangements with other graduate departments, centres and institutes. Affiliation with the Institute of Environmental Studies will be of special importance, since much of the University's environmental experience and reputation is represented there. The Working Group envisages close cooperation developing between the new Faculty and the I.E.S. A possibility exists for the relocation of I.E.S. to the Earth Sciences Centre, where it could continue and expand its role as a University-wide graduate focus for scholarly environmental activities. The precise nature of the relationship between I.E.S. and the new Faculty should be discussed by the director of I.E.S., the dean of the new Faculty and the dean of the School of Graduate Studies once the new Faculty has been established.

Resources

Each of the units to be incorporated into the new Faculty would take all of its resources with it and its members would transfer *in toto*: in the case of the botanists and zoologists and individuals in other units who may choose to join the Faculty, the Planning Office will calculate the amounts to be transferred with each individual. All of the resources of the new Faculty, including those required to support its infrastructure, would have to be derived from the resources attached to units and individuals transferred into it, including a proportion of those who are cross-appointed from other departments. (Status-only cross-appointments would, of course, not bring resources with them.) The new dean would have a particular responsibility for attracting additional external funds to the Faculty to help support its activities. The Working Group believes that there are a number of sources from which a Faculty of the Environment could attract these funds.

Space

The Faculty of the Environment would occupy primarily the Earth Sciences Centre and Innis College. The Faculty's administrative offices, including those for its counselling service, would be located in the Earth Sciences Centre.

The Faculty, through its dean, would be expected to make the most effective use of the space in the Earth Sciences Centre in the interests of both the Faculty and the University and would provide meeting space for the Faculty and students there.

The library holdings of the Faculty would be housed in the Earth Sciences Centre library, which would become the Faculty library. If appropriate, the I.E.S. collection could be added to these holdings.

It is neither possible nor necessary for all who join the new Faculty to move to the Earth Sciences Centre. This is particularly true of the geographers, botanists and zoologists (whose space needs should be negotiated by the deans of the new Faculty and of Arts and Science), and of faculty members whose primary appointments are with the suburban campuses.

Innis College and its residences should become closely identified as one of the bases for the University's academic involvement in, and commitment to, the environment.

Administrative Structure

- The Faculty would be multidisciplinary in form
- The Faculty would be headed by a dean and one or more associate deans. The support for the deans and for their administrative staff would be transferred from the present Faculty of Forestry
- Each department would be headed by a chair and the College by its principal. The support for these officers and for their administrative staff would accompany the incumbents when they move to the new Faculty.
- The Faculty would be governed by a faculty council.
- There should be a faculty curriculum committee.

Undergraduate Degrees

- The Faculty would offer B.A. and B.Sc. degrees.

Programmes

The Faculty would develop requirements for each of its undergraduate degrees. Each department and the College, independently and in collaboration, would offer undergraduate programmes. The degree requirements should include:

- Core programmes and courses offered within the Faculty
- Elective courses offered within the Faculty
- Elective and required courses offered by other faculties
- The provision of work experience components

The Faculty should provide breadth offerings, including courses and minor programmes on the environment acceptable to the Faculty of Arts and Science and the professional faculties. It should offer major programmes that could be combined with major programmes in other faculties, such as the Faculty of Arts and Science, to fulfill degree requirements for a double major. It should work to ensure that such double majors in different faculties can be used to complete degree requirement in one faculty or the other.

The departments would continue to offer their current graduate programmes and, in collaboration with the School of Graduate Studies, could develop new masters' and PhD programmes, particularly collaborative programmes that would include Innis College, the I.E.S. and other graduate departments, centres and institutes having an interest in the environment.

Ultimately, the Faculty may wish to consider developing appropriate professional masters' degrees, executive education programmes, diplomas and certificates.

Mandate

- The dean would be expected to deploy the Faculty's resources so as most effectively to provide undergraduate and graduate programmes of high standard to meet student need and the needs of society, and to develop the highest standards of scholarship and research.
- The dean should be active in making representation to the Provost for resources for the Faculty.
- The dean, backed by the faculty, should take vigorous steps to provide academic leadership for environmental studies in the University of Toronto and also to contribute to public education and to the development of public policy.
- The dean should vigorously pursue the active cooperation of heads of appropriate divisions in providing academic programmes in the environment for the University. In

particular, the Faculty should endeavour to develop a close and mutually beneficial academic relationship with the Faculties of Arts and Science, Applied Science and Engineering, Medicine, and Education. As mentioned above, this could include contributing to the development and teaching of breadth courses for the Faculty of Arts and Science.

- The dean, backed by the faculty, should promote the University to all interested constituencies external to the University, aiming to attract excellent students to its programmes and prospective employers for its graduates
- The Faculty should provide an intellectual and physical home for the majority of students studying the environment in the University of Toronto and for many of the faculty so involved
- The dean, supported by the faculty, would have a particular responsibility for advising, and providing an example for, the University on environmental matters.

The Working Group believes that for the University's needs to be fully met, a new Faculty of the Environment would require two additional bodies to be established in association with it, namely, a Consultative Committee and an Advisory Board. Indeed, the Working Group feels that these bodies would be essential additions to any structure in the environment that the University might initiate.

A Consultative Committee for Studies in the Environment in the University

Because of the multidisciplinary and evolving nature of studies on the environment, there should be a University-wide Consultative Committee for Studies on the Environment. The Committee's role would be:

- To develop and maintain cohesion and cooperation among the divisions that offer programmes or courses in the environment.
- To support the initiation and development of new academic endeavours in the environment.
- To identify unnecessary duplication and overlap between programmes offered by different divisions, and the possibilities for developing focused interdisciplinary offerings.
- To identify possibilities for courses offered in one division being taken for credit by a student registered in another, and for students in one division being offered reasonable access to programmes and courses provided by another.

Proposed Composition

- The vice-president and provost
- The dean of the Faculty of the Environment (chair)
- The deans of all divisions offering environmental programmes and courses
- The chairs of all departments offering environmental courses
- Representatives of undergraduate and graduate students

The proceedings of the committee should be conveyed to the curriculum committees of all participating divisions.

An Advisory Board for Environmental Studies in the University of Toronto

Because of the growing importance to society of the environment, and of the value to the University of having access to advice from many quarters and of visibly making a significant contribution in the area, an advisory board should be established to advise the University on appropriate matters.

Proposed Composition

- The vice-president and provost (chair)
- The members of the Consultative Committee
- Representatives of the public, including non-governmental organizations
- Representatives of governments
- Representatives of industry
- Representatives of other universities with major programmes in the environment. This should assist in promoting appropriate cooperative activities.
- Representatives of learned societies

Advantages of a New Faculty of the Environment

- A new Faculty would provide a secure and committed home for scholars interested in environmental research; it would thereby help to stem the attrition that is occurring among our leading environmental specialists; it should also help attract the best-qualified new faculty in the field to the University.
- A new Faculty would enhance the productivity of those engaged in environmental research by providing encouragement, facilities and, most important, interaction with other scholars with similar interests in the same and different disciplines.
- A new Faculty with its own personnel and budget would facilitate the development of graduate and undergraduate programmes, since such programmes would be the primary focus of its teaching activities.
- The integration of a body of research and graduate and undergraduate teaching in environmental matters into a dedicated Faculty would enhance the development of interdisciplinary courses that are essential to an effective undergraduate environmental programme.
- A new Faculty, based in its own homes, will signal unequivocally to the academic community and to society that the University is serious in its endeavours and determined to make a significant contribution in the field.
- A new Faculty, with facilities including the Earth Sciences Centre and Innis College and its residences, would provide a highly visible physical and intellectual home for students of the environment in the University, and a focus for all academic endeavour in the field.
- A new Faculty will be aware of, and responsive to, environmental needs as these evolve; it should be able to design and modify its academic programmes to meet these needs economically and in accordance with the highest academic standards.
- The dean of a new Faculty would have credibility in the environmental field, and the administrative stature to negotiate informally and formally in the University for the Faculty in a manner which would be unlikely to be equalled by anyone who is not a dean or educated in the environment. The Faculty's dean and chairs, by being

committed environmental or cognate discipline scholars, will provide strong leadership in establishing the Faculty as a centre with a high profile, garnering external funds and providing a focus for those in need of academic consultation. The dean, the Faculty and its physical homes would provide a focus to attract prospective students to the University.

- A new Faculty would employ resources to best advantage. The Dean would be able to control the use and allocation of space in the Earth Sciences Centre, rationalize the range and content of the Faculty's programme offerings and the use of teachers for their delivery, and match resources to student needs. He/she should influence rationalization of the University's offerings through collaboration with other division heads and by providing leadership in the work of the Consultative Committee.
- A new Faculty should fit without difficulty into the University's administrative structure.
- The Working Group recognizes that the creation of a strong and visible Faculty of the Environment on the St. George campus could draw students who might otherwise have enrolled in environmental programmes at Erindale or Scarborough Colleges. However, from the perspective of the University as a whole, such a strong attraction for students would clearly be beneficial. An obvious response of the suburban colleges would be to develop strong environmental programmes that complement rather than duplicate St. George programmes, and this activity should be viewed as a positive result of the new Faculty's emergence. Direct linkages should be established through cross-appointments of Erindale and Scarborough professors to the new Faculty.
- The establishment of a new Faculty is made possible by incorporating an existing faculty (Forestry) into the new structure, with no additional resource requirements: it does not need to be created *ab initio*.

Disadvantages of a New Faculty of the Environment

- While technically a new Faculty could be implemented rapidly, realization of its full potential, as envisioned by the Working Group, would take some time.
- Establishment of a new Faculty would disrupt the status quo and could require difficult adjustments.
- A new Faculty would require considerable coordination and cooperation with the Faculty of Arts and Science. Many specialist programmes offered by departments in the new Faculty will continue to require as many as half of their courses to be taken in Arts and Science departments. Many Arts and Science students will wish to take courses, minor programmes or major programmes in the new Faculty. Since service teaching is rarely a high priority for any faculty or individual, hard work and forceful leadership will be required to ensure that the most appropriate courses are in fact offered, that its students' experiences are positive ones and that its faculty are recognized and rewarded for their contribution to the Faculty's development.
- A separate Faculty of the Environment will require that undergraduates applying to the University of Toronto decide before beginning their studies whether they wish to be in the new Faculty or in the Faculty of Arts and Science. Since students currently enrolled in the

Faculty of Arts and Science may change their minds after a year or two at the University about which programme they wish to pursue, a simple and accessible means of transferring from one faculty to the other after the first or second year must be established or good students whose commitment to environmental study is not initially firm may decide to go elsewhere.

VI. Recommendation

- Following careful deliberation, the Working Group developed the following convictions:
- interest in the environment is not transient
 - despite the disadvantages noted above, the establishment of a new Faculty of the Environment is the only way that the University of Toronto can create a structure that best meets all of the criteria identified above (section II.4)
 - the University's academic endeavours in the environment can be most effectively led by an environmental scholar who holds decanal rank
 - the University of Toronto has the talent needed to match and exceed the environmental initiatives of other universities with or without Faculties of the Environment, including our neighbours at York University and the University of Waterloo. We need to channel this talent into a highly visible entity—a new Faculty—if we are to continue to attract and retain faculty and students of high quality and if the University is to become a significant contributor to this important field.

The University is subject to severe budgetary constraints and is having difficulty maintaining the quality of existing environmental programmes. Implementation of the changes proposed will undoubtedly add stress to an already stressed University, and, like all change, will be somewhat disruptive. This is not, in the opinion of the Working Group, a substantial reason for resisting change because the change foreseen should benefit the University greatly. Consequently,

The Working Group recommends that the University establish a new Faculty of the Environment.

APPENDIX 1

Working Group on Environmental Studies

Open Meeting
15 January 1991

- Speakers List
- Ms Rose Cullis, Environmental Studies teaching assistant
- Professor Dave Martel, Faculty of Forestry
- Professor John Browne, Principal, Innis College
- Professor Marsha Chandler, Dean, Faculty of Arts and Science
- Professor L.D.D. Harvey, Department of Geography
- Professor Johann Hellebust, Chair, Department of Botany
- Mr. Dave Langlois, Students for Environmental Studies
- Mr. Daren Gerig, Students for Environmental Studies
- Ms Jennifer Morrow, Students for Environmental Studies
- Mr. Philip Greyson, Botany/Environmental Studies student
- Dr. Barry Mitchell, Environmental Studies
- Mr. Cameron Lewis, president, Forester's Club
- Ms Losang Rabgey, Environmental Studies student
- Ms Britt Bengtsson, Environmental Studies student
- Mr. Ken Farr, Forestry Graduate Student's Association
- Ms Donna Speranzini, graduate student, Environmental Studies/Forestry collaborative M.Sc. programme

- APPENDIX 2
- Working Group on Environmental Studies
- Written Submissions Received
- John Browne, Principal, Innis College
- Marsha Chandler, Dean, Faculty of Arts and Science
- Kathy Cooper, researcher, Canadian Environmental Law Association
- Rose Cullis
- Faculty of Forestry
- Faculty of Forestry undergraduate students
- Forestry Graduate Students' Association
- Joint Committee on Curriculum Development, Departments of Botany and Zoology
- Burkhard Mausberg
- Minga O'Brien
- Henry A. Regier, Director, Institute for Environmental Studies
- University of Toronto Students for Environmental Studies

- APPENDIX 3
- Memoranda
- To: Principals, Deans, Directors and Chairs
- From: Alvan Bregman
- Assistant Vice-Provost (Arts and Science)
- Date: 26 November 1990
- Re: Provostial Working Group on Environmental Studies – Inventory of Programmes and Courses in Environmental Studies/Sciences

- The Provost has established a working group to make recommendations on improving the delivery of programmes in environmental studies to undergraduate students. Part of the working group's mandate is "to create an inventory of the programmes pertaining to environmental studies" currently "offered through various Faculties and colleges at the University, and the relationship between their enrolments and teaching resources. " We are aware that some information has already been gathered by the Work Party on Environment and Human Health. However, since our requirements are different from theirs, it would be appreciated if you could provide *at least* the following information by 15 December 1990.
- A. For *each programme* in or related to the field of environmental studies/sciences:
1. Programme name
 2. Programme enrolment in FCE's (full-course equivalents)
 3. Programme teaching complement in FTE's (full-time equivalent), listed as tenure/tenure stream, CLTAs, tutors, sessional, externally based adjunct professors, and teaching assistants
 4. Support staff allocated to programme, in FTE's (on a pro-rated basis, if necessary)
- B. For *each course* in or related to the field of environmental studies/sciences, including courses offered under programmes listed above:
1. Course title and number
 2. Total FTE of course instructor(s), listed as tenure/tenure stream, CLTAs, tutors, sessional, externally based adjunct professors, and teaching assistants
 3. Support staff allocated to course, in FTE's (on a pro-rated basis, if necessary)
- Notes:
1. Please separate your listings by campus.
 2. If doubtful about whether or not to include a course or programme, please include it.
 3. Please supply all the information requested, but do so in any form convenient to you.
 4. Please include any extra information you may have on relevant courses and programmes, such as faculty calendars, departmental handbooks, course outlines.

- To: Principals, Deans, Directors and Chairs
- From: Alvan Bregman
- Assistant Vice-Provost, Arts and Science
- Date: 17 January 1991
- Re: Provostial Working Group on Environmental Studies

- Mandate
- The Working Group on Environmental Studies has been established by the Provost (1) to make recommendations on improving the University's delivery to undergraduate students of programmes in environmental studies/ sciences and resource management, (2) to create an inventory of the programmes and courses pertaining to environmental studies/sciences and resource management currently offered through various Faculties and colleges at the University and (3) to determine the relationship between enrolments and teaching resources in these programmes and courses.

- Call for Comments
- The Working Group invites written submissions. The Working Group is especially concerned to receive advice on how best to marshal the University's resources to meet student and faculty needs, provide programmes that will attract the attention of good students and employers, and enable the University of Toronto to be a leader in environmental education, research and policy development.
- This invitation is especially directed to those who have not already communicated with the Working Group in writing. Submissions should be sent to me at the Office of the Vice-President and Provost, Simcoe Hall, Room 225 before 5: 00 pm on Friday, 1 February 1991.

- Inventory
- Any division which has not responded fully with the information needed for the Inventory is asked to do so as soon as possible. Please review my PDD&C memo of 26 November 1991 for details or call me at 978-4578.

- To: Donald Moggridge, Associate Dean, Faculty of Arts and Science
- Peter Silcox, Associate Dean, Erindale College
- John Miron, Chair, Division of Social Sciences, Scarborough College
- From: A. H. Melcher, Vice-Provost
- Date: 17 January 1991
- Re: Provostial Working Group on Environmental Studies
- The Working Group on Environmental Studies is compiling as part of its mandate (see below) an Inventory of all programmes and courses in environmental studies/science and resource management offered at the University of Toronto. To this end, a PDD&C memo was sent out on 26 November 1991 (attached) requesting specific data for inclusion in the Inventory. The Working Group is very concerned about the poor response to the memo from Social Science departments and divisions and we would be glad to learn from individual departments why they felt unable to respond.
- We ask that you help us ensure that Social Science departments are fully aware of the importance of the mandate of the Working Group, and that all Social Science departments and divisions respond to the request for information, regardless of the number of relevant courses they may offer or the restrictions on enrolment which may pertain to these courses.
- Responses concerning the Inventory should be sent to Dr. Alvan Bregman, Office of the Vice-President and Provost, Simcoe Hall, Room 225 by Wednesday, 30 January 1991.

- Mandate of the Working Group on Environmental Studies
- The Working Group on Environmental Studies has been established by the Provost (1) to make recommendations on improving the University's delivery to undergraduate students of programmes in environmental studies/ sciences and resource management, (2) to create an inventory of the programmes and courses pertaining to environmental studies/sciences and resource management currently offered through various Faculties and colleges at the University and (3) to determine the relationship between enrolments and teaching resources in these programmes and courses.

APPENDIX 4

Inventory of Environmental Programmes and Courses at the University of Toronto

Cautionary Note

The data discussed in this inventory was entirely self-reported and undoubtedly reflect the perceptions and interests of unit heads. The data have not been modified by the Working Group. Particular difficulties arose in the reporting of FTEs supporting courses and programmes, because different units have different expectations of their members' teaching loads (depending on the unit, a "full" load ranged from two to six half-courses a year).

The Working Group believes that the inventory may contain some gaps, particularly in the offerings of social science departments who have largely not responded to our requests for information. Although we do not believe those gaps to be significant in terms of enrolments or resources involved, they may be significant in terms of areas to which students in environmental studies should be exposed.

This information is therefore presented in "broad brush" terms and is not intended as a basis for more detailed or quantitative comparisons.

Programme Offerings

The University of Toronto offers nine programmes that are obviously environmental in scope and depth. Programmes such as Biology, Chemistry and Toxicology clearly have relevance for environmental issues, but have not been included in this inventory because of their considerable activity in areas other than the environment.

Four environmental programmes are offered on the St. George Campus, three at Scarborough, and two at Erindale (see Table 1). The names of these programmes are sometimes similar (and in two cases, identical), making listings confusing for the casual reader and presumably for the student. Both B.A. and B.Sc. programmes are offered, at the specialist, major, and minor levels. Professional accreditation is also available through the Faculty of Forestry and the School of Architecture and Landscape Architecture.

The programmes differ significantly in the number of courses they offer, the number and rank of their teaching staff, and their clerical and other support. Teaching assistant support also varies considerably, possibly depending on the nature of the material being taught. Table 3 provides details of the resources available to these programmes.

The programmes with most resources appear to be Forestry, on the St. George Campus, and Environmental Science/Environmental Management at Erindale. Forestry offers 56 courses (Y or H), taught by 9.35 tenure/tenure stream faculty, 0.5 tutors, and 2.58 sessionally appointed faculty. Support for this programme consists of 3.2 FTE technical, lab assistant, and clerical support, and 1.0 FTE academic administration in the form of a Dean. This programme currently serves 343 FCE. The Erindale programmes offer 36 courses (Y or H) with 13.2 tenure/tenure stream faculty FTEs and 2.5 sessional FTEs. These courses serve 491 FCEs.

An intermediate level of resources is present in the Ecology and Environmental Biology and Geography Programmes at Scarborough. These programmes offer nineteen and seventeen full or half-courses, respectively, supported by seven to eight tenure/tenure stream, sessional and CLTA faculty. Clerical, technical, and academic administrative support for these programmes appears to be between one and two FTE.

The programmes with fewest resources are the Environment and Resource Management Programme in the Department of Geography on the St. George Campus, and the Innis College Environmental Studies/Sciences programmes. The Environment and Resource Management programme offers 36 full/half courses supported by 3.55 tenure/tenure stream faculty FTEs plus 1.54 sessional/tutor FTEs. They also support the highest course enrolments of any environmental programme (1419 FCEs total).

The Innis College Environmental Studies/Sciences Programmes present a special problem in terms of resources, in that they are entirely staffed by part-time tutor-rank appointments. These programmes support 452 FCEs in nine full and half-courses, with 1.81 tutor-rank FTEs to teach them. (An additional joint Geography-Innis tenure-stream appointment has now been created and will be filled for the 1991-92 academic year.) This heavy reliance on teaching staff with low rank and little job security creates the potential for instability in the programme.

Programme enrolments (as compared to course enrolments, or FCEs) vary considerably from programme to programme. The Innis programmes have the largest total enrolment (estimated at 307 students). The Scarborough Geography programme is next with 146 students, while the Environment and Resource Management Programme (St. George Campus) has a total of 88 students. The Forestry programme has 74 students enrolled, as do Erindale's Environmental Sciences and Environmental Management Programmes. Scarborough's Ecology and Environmental Biology programme has 27 students, and the Terrain and Environmental Earth Sciences Programme at the same campus has seventeen.

It is therefore important to note that some units (e.g. the Environment and Resource Management Programme on the St. George Campus, and the Environmental Sciences/Environmental Management Programmes at Erindale) serve large numbers of students in terms of course enrolments, but attract proportionately fewer students to their programmes. Clearly, these units offer courses that are attractive and important to students, but those students may be enrolled in programmes outside the unit.

Other programmes (e.g. the Innis Environmental Studies/Sciences Programmes) are popular with students but must rely heavily on the course offerings of other units to survive.

As a final note, the Working Group observed considerable activity of interest at the graduate level which was not accessible to undergraduate students. For example, the Environmental Engineering Programme and the Occupational and Environmental Health Programmes are available only at the graduate level. The Working Group believes that parallel undergraduate programmes would be enthusiastically received by students and would extend the range of disciplines accessible to them.

Course Offerings

As noted above, a wide range of courses which are environmentally "relevant" are offered on all three University of Toronto campuses. A great many of these are offered by units that do not offer an "environmental" programme, such as Biology, Toxicology, Law, and Anthropology (see Table 2). It is difficult to make comparisons among the various units because of the differences in definition of "environmental", in defining "FTE", and other problems with self-reporting.

To generalize, however, it is clear that the life sciences units of Botany, Zoology, and Biology offer a large number of relevant courses and have a considerable number of faculty teaching them. Anthropology also considers many of its courses "environmental", listing 25 environmental courses in all, with 18.5 FTEs teaching them. Other units offer only one or two environmental courses (e.g. Philosophy, Toxicology, Biomedical Engineering), with proportionately less FTE support. Table 4 demonstrates that all of the units for which information was available have primarily tenure/tenure stream faculty; several also have clerical and technical (i.e. laboratory) support for their environmental courses.

While it is again difficult to generalize, course enrolments (FCEs) are generally consistent with numbers of courses taught and available FTEs to teach them. Particularly high ratios of students to instructors appear to exist in Biology, Civil Engineering, and the International Development programme at Scarborough. The lowest ratios appear to be in Law, Physical and Health Education, Physics, and Geology.

Better coordination of offerings, perhaps combined with consolidation and combination of overlapping courses, would reduce overlap and maximize use of scarce resources. This approach would be most useful if courses were cross-listed in several programmes and faculties, and accepted as equal by all participants; it would also encourage horizontal movement of students among units. More coherent and accessible advertising of the university's many environmental offerings would also help to reduce confusion among students and minimize the likelihood of further overlap among courses.

TABLE 2

Academic Units Offering Courses (but no programmes) in the Environmental Area

	Courses ^a	FCE
<i>St. George Campus</i>		
Anthropology	25	18.5
Biology	8	6
Biomedical Eng.	1	.5
Botany	14	8.5
Chemical Engineering	9	4.5
Chemistry	8	4.5
Civil Engineering	7	3.5
Economics	2	1
Geology	4	2
Geological & Mineral Engineering	1	.5
History & Philosophy of Science & Technology	5	2.5
Landscape Architecture	12	6
Law	3	1.5
Mechanical Engineering	2	1
Peace & Conflict Studies	1	.5
Philosophy	1	.5
Physical & Health Education	1	.5
Physics	10	5
Toxicology	1	.5
Zoology	24	18.5
<i>Erindale Campus</i>		
Anthropology	2	1.5
Survey Sciences	1	.5

^a Actual number of courses irrespective of H or Y status. IES offers 21 courses, some of which can be taken by senior undergraduates.

TABLE 1

Undergraduate Environmental Programmes at University of Toronto

<i>St. George Campus</i>		
1.	Environmental Studies	(Innis College)
2.	Environmental Sciences	(Innis College)
3.	Environmental & Resource Management	(Geography Department)
4.	Forestry	(Faculty of Forestry)
<i>Scarborough Campus</i>		
1.	Terrain & Environmental Earth Sciences	(Geology Department)
2.	Ecology and Environmental Biology	(Life Sciences Division)
3.	Geography (Specialist & Major)	(Geography Department)
<i>Erindale Campus</i>		
1.	Environmental Sciences	
2.	Environmental Management	

TABLE 3

Environmental Programmes – Statistical Data

Programme Name	Number of Students in Programme	Enrolment FCEs	Number of Relevant Courses Offered by Academic Unit ^a	Total Teaching FTEs for Courses ^b	Administration (FTE) (Dean, Chair Director, etc.)	Other Support (Technical, Lab, Assist., Clerical)
ST. GEORGE CAMPUS FACULTY OF FORESTRY Bachelor of Science	74	343	56 (51H, 5Y)	9.35 T/TS 0.5 TUT 2.58 SESS. 26 T.A.s	1.0	3.2
FACULTY OF ARTS & SCIENCE Environment and Resource Management (Geography)	24 Sp. 64 Mj.	1419	36 (29H, 7Y)	3.55 T/TS 1.54 TUT/SESS. 15.75 T.A.s	0.2	0.25
Environmental Studies (Innis College)	22 Sp. 70 Mj. 9 Min.	452	6 +	1.81 TUT 5.4 T.A.s	0.17	0.20
Environmental Sciences (Innis College)	62 Sp. 141 Mj. 3 Min.		3 (with IES) (4Y, 5H)			
ERINDALE CAMPUS Environmental Sciences (Erindale College)	16 Sp. 33 Mj.	491		13.2 T/TS 2.5 SESS.	Overload	
Environmental Management (Erindale College)	25 Mj.		36 (28H, 8Y)	16 T.A.s	Overload	1.05
SCARBOROUGH CAMPUS Terrain and Environmental Earth Sciences (Scarborough College)	17 Sp.	53	4 (4H)	1.2 T/TS 1.2 T.A.s	Overload	
Ecology and Environmental Biology (Scarborough College)	27 Sp.	203.5	19 (1Y, 18H)	6 T/TS 1 CLTA 6 T.A.s	?	2.0
Geography (Scarborough College)	35 Sp. 111 Mj.	563	17 (6Y, 11H)	7 T/TS 1 SESS. 8 T.A.s	0.6	0.5

^a Actual number of courses, irrespective of H or Y status.
^b Definition of F.T.E. varies from department to department. Numbers given are those provided by academic unit.

TABLE 4

Environmental Courses – Statistical Data

Department Name	Enrolment FCEs	Number of Relevant Courses Offered by Department	Total Teaching FTEs for Courses	Other Support (Clerical, etc.)
Anthropology	524	25 ^a (12Y, 13H)	8.00 T/TS 2.00	1.0
Anthropology (Erindale)	66.5	2 (1Y, 1H)	0.75 T/TS 0.7 TA	?
Biology (Erindale)	150.5	9 (?)	?	?
Biology (included under Botany and Zoology)	1742	8 (4Y, 4H)		
Biomedical Engineering	2	1 (1H)	?	?
Botany	353	14 (3Y, 11H)	6.5 T/TS 9.5 T.A.S	?
Chemical Engineering	273.5	9 (9H)	3 T/TS 0.6 Adj. (925 hrs) T.A.s	?
Chemistry	141	8 (1Y, 7H)	1.9 T/TS 8 T.A.s	3
Civil Engineering	255	7 (7H)	2.1 T/TS 7 T.A.s	?
Economics	?	2 (2H)	?	?
Geography/ Geology (Erindale)	168.5	12 (?)	?	?
Geological and Mineral Engineering	?	1 (1H)	0.5 T/TS 1 T.A.	
Geology	56.5	4 (4H)	0.9 T/TS 0.3 SESS. 1.5 T.A.s	
History and Philosophy of Science and Technology	24.5	5 (5H)	0.8 rank variable 2.0 T.A.s	80 hrs/year
I.D.S. Scarborough	160	3 (3Y)	0.6 Overload 0.5 T/TS 2.0 T.A.s	
Landscape Architecture	200.5	12 (12H)	1.05 T/TS 2.55 SESS.	
Law	26.5	3 (3H)	1.44 T/TS 2 SESS 2 T.A.s	?
Mechanical Engineering	72.5	2 (2H)	0.6 T/TS 4 T.A.s	?
Peace and Conflict	12	1 (1H)	?	
Philosophy	54	1 (1H)	1 T/TS 1 T.A.	?
Physical Health Education	7	1 (1H)	0.25 T/TS	?
Physics	37	10 (10H)	2.5 T/TS 1 T.A.	
Survey Science (Erindale)	23	1 (1H)	0.25 (SESS.) 2 T.A.s	0.1 technician
Toxicology	?	1 (1H)	(overload	?
Zoology	528	24 (13Y, 11H)	12.5 T/TS 1 SESS. 17 T.A.s	3.5

^a Actual number of courses, irrespective of H or Y status. IES: Some of courses offered open to senior undergraduates.

MANY PARTS

The lives of John Black Aird

BY KARINA DAHLIN

ON MARCH 18, THREE DAYS before U of T pulled out all ceremonial stops to officially open the Bora Laskin Law Library and present an honorary degree to former prime minister Pierre Trudeau, Chancellor John Aird almost lost his teeth. His blind English cocker spaniel, Sam, had found the dentures and managed to crack them before Aird or his wife Jane could intervene.

Aird recalled the incident in his retirement speech March 26 at the U of T Alumni Association's Awards of Excellence dinner. He said he has often been asked what is amusing about being a chancellor. Although the near loss of his teeth was not funny at the time, in retrospect it was "because all went well and I smiled benignly."

The 28th chancellor — now chancellor emeritus — is about to retire from his post. He was elected in 1986, one year after completing his five-year term as lieutenant-governor of Ontario.

AIRD, 67, WAS BORN TO A PRIVILEGED TORONTO family. He attended Upper Canada College, Trinity College, U of T, and received his law degree in 1949 from Osgoode Hall Law School. He served in the Royal Canadian Navy during the Second World War. Aird was appointed to the senate by Prime Minister Lester Pearson in 1964 but chose to limit his term to 10 years, one of only two senators to retire in this fashion.

In the early 1950s he went prospecting and is remembered as a "comer" by Franc Joubin, a well-known geologist and one of the discoverers of the Elliot Lake uranium deposits. In his autobiography, *Not for Gold Alone*, Joubin says "it came as little surprise to us who knew and worked with John Aird that he reached the peak of national and provincial acclaim...."

His work in the bush made him the lawyer of choice for many prospectors. "They didn't know anyone else," he quipped during an interview at his Simcoe Hall office April 8. In 1953 he opened a law firm with two colleagues; today he is senior partner of Aird & Berlis, which employs about 90 lawyers.

Before he became lieutenant-governor, Aird was chancellor of Wilfrid Laurier University. He served as chair of the Canadian Institute for Advanced Research for one year and is a director of a number of corporations, among them Molson Companies Ltd., Reed Stenhouse, Power Corp. of Canada, Economic Investment Trust Ltd., Inco Ltd. and Nova Corp.

"Living is giving" is one of his beliefs and he has dedicated much of his time to helping others. "Ontario's favourite uncle" one writer called him last year in connection with his work for the disabled including Lindsay Eberhardt, whose life was saved seven years ago when Aird headed a campaign to find



John and Jane Aird

her a suitable liver donor. He has learned sign language to better understand the deaf and he has continued to take blind children on trips in his antique boats at Lake Rosseau in Muskoka.

From 1982 to 1987 he was honorary chair of the United Way of Greater Toronto when Gordon Cressy, vice-president (development and university relations) was president. "In some ways I view him as a mentor," said Cressy. Aird was one of the first members of Toronto's "WASP establishment" to realize the city had changed forever and who believed the University should reach out to the new ethnic communities. "He is part of the reason I came to U of T," Cressy said.

Aird accepted the position as honorary chair of Breakthrough and his "extraordinary network" of high-level connections proved to be an asset in a

campaign that aimed at securing \$100 million in private donations and ended up raising \$127 million. With or without the benefit of his acquaintances, Aird's imposing presence and his stature as past lieutenant-governor had an impact which "more often than not made the difference," said Cressy.

Aird was elected chancellor while George Connell was president. He was always supportive of Connell and stood by him in 1988 when the U of T Faculty Association passed its vote of non-confidence in the president and provost. "He was a trusted confidant; I relied very much on his counsel," said Connell in an interview. "His broad experience in law, business and government was a great asset to me and the University."

President Robert Prichard said Aird's contribution to Breakthrough was the most visible evidence of his service as chancellor. "However, his most important contribution is his unqualified loyalty to and enthusiasm for his alma mater and its mission. On a personal level he has also given me tremendous support and counsel. He has been a chancellor who is at his best when times are tough and I am particularly pleased he has agreed to serve as chancellor emeritus because this will allow us to continue to draw upon his advice and encouragement in the years ahead."

Other than assisting in the orderly transfer of presidents and playing an active role in Breakthrough, Aird hoped

to improve life on campus for people with disabilities. Although conditions are better now than they used to be, there are still things to do, he said. "I would still like to make it possible for wheelchairs to get to the second floor of Hart House."

He also did what he could to open up the chancellor's suite to every kind of event. He redecorated it and relieved it of some of its pomposity, in the same way that he made the office of lieutenant-governor more accessible. Some mystique remains, but that is intentional. "It is not possible to be a populist lieutenant-governor or chancellor, but it is possible to be popular and welcoming," he said.

DECADES OF EXHAUSTING RESPONSIBILITIES may have reduced Aird's energy supply but not his sense of humour. During the interview he spoke about one of the most taxing duties of the chancellor: shaking the hands of graduates.

"It's a real test of your back, not your hand," he said as he demonstrated a handshake he learned from former Ontario premier Bill Davis — grasp the hand of the approaching graduate firmly and, while saying a kind word or two, hasten the step of the person by pulling him or her alongside and away, and get ready for the next in line. When done properly the handshake lasts seven and a half seconds. During the past 11 years, Aird has officially greeted 250,000 people. If they all attended the same event, the handshaking would last more than three weeks, non-stop.

To make the commencements more interesting, Aird always tried to gauge the characters and moods of the graduates as they approached the stage. His objective was to make them smile and in most cases he succeeded.

He was supposed to give up some of his ceremonial duties last year but he pressed on and also ignored his physician's advice to stay home when Trudeau visited last month. He does not have the patience to be a patient — "it's more fun not to follow doctor's orders," he said.

So there he was celebrating the former prime minister who in his convocation address lambasted the Supreme Court of Canada for its 1981 decision on the patriation of the constitution. Sitting on the stage at Convocation Hall Aird watched the audience and was impressed by Trudeau's dramatic talent which held the crowd despite a speech "that had to be read to be understood."

When asked to comment on Trudeau's attack on the supreme court decision, Aird was careful not to be indiscreet. (Not only is it unfitting for a chancellor to engage in public debate about an honoured visitor, but his long-time friend Brian Dickson, former chief justice, attended the ceremony and was one of those whose constitutional decision was questioned.) Trudeau employed his well-known confrontational style, said

Continued on Page 10

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ALMA MATER"

Robert Prichard

YORK UNIVERSITY

POSITION POSTING

PROJECT COORDINATOR: EMPLOYMENT EQUITY TRAINING AND DEVELOPMENT

York University, on behalf of the *Ontario University Employment and Educational Equity Network* and the *Ontario University Training and Development Network Committee*, has received limited funding from the Ministry of Colleges and Universities to design a training and development unit: **EMPLOYMENT EQUITY IN A UNIVERSITY**. We are seeking a Project Coordinator to research, design and implement the programme. This is a 8-12 month, part-time contract position located at York University. **Interested individuals should be knowledgeable of employment equity issues within a University setting, have expertise in non-sexist and anti-racist adult education, demonstrated ability in the application of Adult Education principles, and action research skills. There is a requirement for limited travel within Ontario.** For more information contact Gill Teiman (416-736-5706) or Deborah Paus (416-536-5005) and/or apply in writing, with an updated resume to Gill Teiman, Employment Equity Office, East Office Building, Room 10, York University, 4700 Keele St., Ontario M3J 1P3. **The deadline for applications is May 3, 1991. Applications from members of the designated groups are particularly welcome.**



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Noon-2:30, 5-11 p.m., Mon.-Fri. Sat. 5-11 p.m. Sun. 5-10 p.m.

THE LIVES OF JOHN AIRD

Continued from Page 9

Aird. As for the content of the speech: "It is always dangerous to revisit history. He was saying that the current dilemma [the constitutional crisis] is a result of the course taken [in 1981]."

A centralist who describes Canadians as survivors and believes that Quebec should be treated like other provinces, Aird does not claim to have profound insights into the future of the country. He sees himself as a "conduit," representing the thinking of people in Quebec like Paul Desmarais, chair and chief executive officer of Power Corp. "They don't think Quebec will separate but say there will be a big battle to prevent it from happening."

Aird is not the kind of person who views his life in terms of its peaks and valleys. He has no major regrets and can't mention a single event that qualifies as his greatest joy. "I've enjoyed darn near everything." His family — his wife, four children and 10 grandchildren — is his strength, he says, and confirms it with a look of reverence and affection as he glances at a large portrait of the Aird clan.

"IT IS HARD WORK,

TEMPERED WITH

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US REAL HAPPINESS"

John Aird

great admirer of biographies. "Whether they will admit or deny it, public figures have such selective memories that they only write what they wish."

He has written *Loyalty in a Changing World* about the contemporary function of the office of the lieutenant-governor. Published in 1985, the book has served as a guide for his successor Lincoln Alexander and other Canadian representatives of the Queen.

Loyalty is central to Aird's personal philosophy. He spoke about it when he was installed as lieutenant-governor in 1980 and paraphrased his own words in his first speech as chancellor on Sept. 22, 1986:

"I believe that in order to maintain anything of quality, it is necessary to be vigilant and protective of its basic nature. It is my basic belief that the work ethic and the pursuit of excellence continue to be the fundamentals upon which a strong society sustains and

fulfils itself. In truth, it is hard work and honest achievement, tempered with compassion and humour, that bring us real happiness and give our lives meaning."

If he were to give an installation speech today, he would still include that paragraph. But, as he winds down his career and relaxes, he is more inclined to balance the weighty words with lighter anecdotes and he would probably include the story about the dog that bit his teeth.

ALTHOUGH HIS CAREER AND EXPERIENCES could make interesting reading he has no plans to write his autobiography. "You have to have a different kind of mentality than I have, a better sense of destiny. I have never taken the time to keep a diary." He reads a lot but is no



Books

The following are books by U of T staff. Where there is multiple authorship or editorship, staff are indicated by an asterisk.

April

A Small Town in Modern Times: Alexandria Ontario, by David M. Rayside (McGill-Queen's University Press; 336 pages; \$39.95). Alexandria — a small town of about 3,500 people in Glengarry County in eastern Ontario — conforms in some respects to the stereotype of small towns as friendly communities without the strain of city life. This study reveals that this community is also marked by social inequalities and divisions that parallel those in urban centres.

Splitting Images: Contemporary Canadian Ironies, by Linda Hutcheon (Oxford University Press; 172 pages; \$14.95). This book explores the various ironies that thrive in Canada from the Rhinoceros party to the photography of Geoff Miles. Individual chapters examine the oppositional aspects of irony within current discourses on issues such as race and ethnicity, Canada's colonial past and gender and sexual preference.

Freedom from War: Nonsectarian Pacifism, 1814-1914 by Peter Brock (University of Toronto Press; 436 pages; \$60). The pacifist impulse in the Anglo-American peace movement and Tolstoyan nonviolence inside and outside Russia form the major topics discussed in this volume. Companion to *Freedom from Violence* which traces the history of a succession of Christian sects

that have rejected both violence involved in war and violence involved in the administration of the state. It concludes with the outbreak of world war in 1914.

Additional Letters of John Stuart Mill: The Collected Works of John Stuart Mill, edited by Marion Filippiuk, Michael Laine and John M. Robson (Volume XXXII, University of Toronto Press; 325 pages; \$110). This volume contains about 375 letters that have been discovered since the publication of *Earlier Letters* in 1962 and *Later Letters* in 1972.

March

The Social Condition of Humanity, by Irving M. Zeitlin with Robert J. Brym (Canadian edition, Oxford University Press; 440 pages; \$24.95). In this edition new Canadian research on race and ethnicity, social stratification, cities, the family, social movements, economic development and crime are discussed. The final chapter deals with the pressing social issue of the environmental crisis.

Catching up

The Reshaping of Plantation Society: The Natchez District, 1860-80, by Michael Wayne (University of Illinois Press; 226 pages; \$12.95 US). This study explores the ways in which antebellum planters protected their material interests following emancipation even as they saw their way of life radically transformed. While the freed slaves managed to secure a measure of independence, the planters eventually regained the upper hand by allying themselves with a rising class of local merchants.

Teaming up to work smarter, not harder

BY CAROLYN MEREDITH

Imagine a workplace where the staff tells the manager what to do. All employees would be encouraged to express opinions during regularly scheduled meetings, finding creative solutions to problems in the department. Supervisors would listen to concerns, act on suggestions and, as a result, better working conditions would emerge.

A job like this may sound too good to be true but it is happening at U of T. Campus Care is an innovative program started last May in the Facilities & Services Department (formerly the Physical Plant Department). It implements new methods of communication and problem-solving between administrators and staff, said Dalton Kehoe, the program's initiator. It also attempts to counter conventional management style where "you only write memos, only talk to people one-on-one, never praise if you can avoid it, and never say thank you."

Kehoe, a consultant in organizational behaviour and a professor at York University, was hired to help the administration achieve its goal of "service excellence." He believes each employee is an important contributor to the University and each can work toward providing improved customer service.

In the program, the various sections within facilities and services are divided into small groups of about eight people. In monthly meetings with a leader, the staff is encouraged to offer suggestions for positive change. Campus Care re-

volves around the belief that it is the staff, and not management, who really know workplace needs.

Following each meeting, the team completes a Campus Care action report that describes the problem, categorizes it as either one that does or does not need additional resources and outlines an action plan. Staff members can rest assured that their ideas receive attention, Kehoe said. A suggestion is only rejected after it has been assessed by administrators of at least two supervisory levels.

CAMPUS CARE REVOLVES AROUND THE BELIEF THAT IT IS THE STAFF, NOT MANAGEMENT, WHO KNOW WORKPLACE NEEDS

Kehoe, who had planned a similar program at York, said that an old, seemingly traditional bureaucracy like U of T is the type of environment that is usually most resistant to change. However, the enthusiasm of Bob Crouse, who was the department's managing director until he retired last December, and Janice Oliver, assistant vice-president (operations and services), helped make the program a success.

Since its implementation, small but significant success stories have been

growing in number. A team led by Dan Freire, a caretaking supervisor, brought its environmental and economic concerns to one meeting in October. The group suggested that the five-gallon plastic jugs containing cleaning products be reused to dispose of "sharps" from the Medical Sciences Building.

For as long as most of the cleaners could remember, the plastic jugs were simply thrown away once they were empty. Needles and razor blades, called "sharps," were disposed of in plastic con-

tainers bought specifically for that purpose. It was an obviously wasteful way of doing business.

Bill Hutter, manager of administrative services on the St. George Campus, shook his head in amazement following another meeting. His staff had known for months that they needed extra telephone lines but that information had never reached him. "The staff was asked what they thought was the biggest problem in the department and they all said 'not enough phone lines.' It was so

obvious. We just called the phone people and they put a feature on the phones saying there's another call; it actually rings onto any other phone with a vacant line." This feature has improved working conditions for five staff and service for the rest of the University, he said.

But, Kehoe said, "the customer cares how you answer the phone, not whether you have a fancy phone system that does 19 things plus wash the dishes." With Campus Care the little things make the biggest difference. Many less-than-glamorous issues are being solved daily, improving working conditions for staff without significant cost to the University.

To illustrate the concept behind the program, Kehoe related one incident that occurred during the launch of the program last May. While listening to the speeches, he noticed that some people in the audience were missing the point. Realizing it's better to show than tell, he asked for a beach ball. "Service," he said, "depends on teamwork, and teamwork depends on getting everyone involved." He threw the ball, instructing the staff to keep it in the air for two minutes.

"Get out of your seats, keep your eye on the ball, everyone's involved, work smarter not harder and have a good time. This is Campus Care," he said. And with still more speeches left, the crowd got up and left. "Not to worry," said Kehoe, "I think they got the point." Judging from the enthusiasm and commitment of the staff, he was right.

Profile



by Karina Dahlin

U of T's lady of letters

ANNE HANSEN is a frequent visitor to the post office and it is not unusual for her to buy 200 stamps at one time. She uses them for her steady stream of letters to Toronto newspapers expressing what many people feel about nuclear power (that it's not safe) and bicycles (that they are the most sensible kind of transportation).

The cost of postage is one of her main operating expenses, she said when I visited her third-floor office in the Helen Gardiner Phelan Playhouse.

Hansen, 33, has worked as a secretary at U of T since 1981. She grew up near Brampton and watched as her mother wrote hundreds of letters every month for Amnesty International. Helen Hansen was also an environmentalist and used to embarrass her daughter by showing up at school to complain about its wasteful use of disposable materials.

At the age of 19, Anne wrote her first letter to the editor but her activism did not blossom until 1985 when she met Toronto artist Mendelson Joe. He showed her an article he'd written for *Maclean's* magazine with the headline "If you don't agree say so" and gave her the push she needed to go out and tell the world what she thought was wrong. "I saw his point. You live in a democracy — take advantage of it and speak out."

So it began and soon Hansen's name

became a regular feature in the letters' columns. For the past six years she has sent one or two letters a week to *The Toronto Star*, fewer to *The Globe and Mail* — "they don't like me as much" — and occasional contributions to other papers. She also writes to politicians directly.

First she wrote about abortion, an issue she has felt strongly about for many years. Next came the nuclear industry. One of the reasons she adopted

that cause was the movie *Silkwood* and its story about safety violations in a plutonium plant. She was also influenced by the work of anti-nuclear photographer Robert Del Tredici. Her lack of scientific training did not stop her from writing. She trusts the judgements of fellow environmentalists such as Sister Rosalie Bertell, broadcaster and geneticist David Suzuki and Norm Rubin of Energy Probe and based her arguments on

the evidence they provided.

Then came bicycles. The subject is much more concrete than nuclear power and Hansen doesn't only write about it. Last fall she started a new environmental group. The goal of Bikes not Cars is to make city streets more bicycle-friendly and to make automobiles the least desirable mode of transportation.

Hansen also paints. An art critic would probably call her a folk artist. Her work is as bold as her correspondence and the message as clear. In a brightly coloured painting, she has written "Nuclear Moratorium Now" on a baby carriage, and in another she has painted "Nuclear Free World" on the front of a streetcar. Even her bicycles are decorated with slogans such as "Anne's pollution solution" and "I'm an antinuke bicyclist — What kind are you?"

For someone who invests so much emotion in the most

serious issues in society, Hansen has a surprisingly sunny disposition. She laughs a lot and gives the impression she is pleased with the way the world runs. She isn't though. It's the absurdity of it all that she laughs at. "If you're in the middle of the ocean and the ship sinks, you have to swim," she explained.

She doesn't know if there is land ahead and says she doesn't care, but the way she waves her arms you'd think she believes there's hope.



HOMER FANIAN



Events

LECTURES

An Overview of the Canadian Artistic Scene.

Wednesday, April 17
Walter Pitman, director, Ontario Institute for Studies in Education; second in series of five Canadian Perspectives lectures. Council Chamber, South Building, Erindale College. 10 to 11:45 a.m. Series fee \$20, individual tickets \$7.
(Senior Alumni and Associates of Erindale)

Whigs and Tories – Republicans and Social Democrats: The North American Politics.

Thursday, April 18
Prof. Seymour Martin Lipset, Stanford University; J. William Fulbright lecture in Canada-US relations. 2102 Sidney Smith Hall. 11 a.m. (Sociology, Political Science, Institute for International Programs, Foundation for Educational Exchange between Canada and the US and The Fulbright Program)

Breaking Bad News: New Directions in Teaching Communication Skills.

Thursday, April 18
Dr. Robert Buckman, Toronto-Bayview Regional Cancer Centre. 3171 Medical Sciences Building. 5 p.m. (Studies in Medical Education)

Re-readings of Kierkegaard In the Russian Philosophical Tradition: Haidaenko and Shestov.

Friday, April 19
Anna Makolkin, former Northrop Frye fellow. Combination Room, Trinity College. 7:30 p.m. (Kierkegaard Circle)

Why We Can't Stop Talking about the Canadian Constitution.

Wednesday, April 24
Prof. Desmond Morton, Department of History; third in series of five Canadian Perspective lectures. Council Chamber, South Building, Erindale College. 10 to 11:45 a.m. Tickets \$7.
(Senior Alumni and Associates of Erindale)

The Legal Profession.

Wednesday, May 1
James Spence, Q.C., Law Society of Upper Canada; fourth in series of five Canadian Perspectives lectures. Council Chamber, South Building, Erindale College. 10 a.m. to 11:45 p.m. Tickets \$7.
(Senior Alumni and Associates of Erindale)

Isozyme Selection Metabolism of Arachidonic Acid by Microsomal Cytochromes P-450 In Guinea Pig.

Wednesday, May 1
Prof. Jack Bend, University of

Western Ontario. 4171 Medical Sciences Building. 4 p.m. (Pharmacology)

The Mesopotamian Astrologer's Universe: Celestial and Terrestrial.

Thursday, May 2
Prof. Celeste A. Peters, University of Calgary. Auditorium, Medical Sciences Building. 8 p.m. (Canadian Society for Mesopotamian Studies)

COLLOQUIA

Joseph Liouville (1809-1882): Teacher and Researcher of Pure and Applied Mathematics.
Wednesday, April 17
Prof. Jesper Lützen, University of Copenhagen. 304 Victoria College. 4:10 p.m. (IHPST)

Coupled Oscillators in Chemistry and Biology.

Friday, April 19
Prof. I.R. Epstein, Brandeis University. 158 Lash Miller Chemical Laboratories. 3:30 p.m. (Chemistry)

Enzymes That Catalyze Several Reactions: Phosphoglycerate Mutase and 5-Lipoxygenase.

Friday, April 26
Michael J. Gresser, Merck Frosst Centre for Therapeutic Research. 158 Lash Miller Chemical Laboratories. 3:30 p.m. (Chemistry)

A Synthetic Analogue of the Biomimetic Process.

Friday, May 3
Prof. Patricia Bianconi, Pennsylvania State University. 158 Lash Miller Chemical Laboratories. 3:30 p.m. (Chemistry)

SEMINARS

SHG and the Single Crystal Metal Surface.

Tuesday, April 16
Prof. Geraldine Richmond, University of Oregon. 134 McLennan Physical Laboratories. 3 to 4:30 p.m. (Ontario Laser & Lightwave Research Centre)

Hypothalamic Estrogen Receptor Distribution: Relationship to Reproductive Status.

Wednesday, April 17
Dr. Ted Brown, Toronto General Hospital. 4227 Medical Sciences Building. 4 p.m. (Pharmacology)

Three Editions of Vasyi! Pachovs'kyi's Rozsypany perly.

Thursday, April 18
Marta Horban-Carynyk, Centre for Comparative Literature. 4049 Robarts Library. 4 to 6 p.m. (Ukrainian Studies)

Genes Involved in Interferon Action.

Friday, April 19
Ganes C. Sen, Cleveland Clinic Foundation. 103/104 FitzGerald Building. 12 noon. (Microbiology)

First Nations Women.

Thursday, May 2
Speakers: Ethyl Biondin, MP; Anne Dowson, CBC Radio, Montreal; Trish Fox Roman, editor, *Native Canadian*; women in and behind the media series. Senate Chamber, St. Michael's College. 7:30 p.m. Tickets \$35, students \$13.



From *Kew Gardens* by Virginia Woolf with woodcuts by Vanessa Bell. See Exhibitions.

Reservations: 978-7026. (McLuhan Program)

MEETINGS & CONFERENCES

Eric Gill the Artist.

Thursday, April 18
Joshua Heller, antiquarian bookseller, Washington, DC; meeting of The Friends of the Thomas Fisher Rare Book Library. Thomas Fisher Rare Book Library. 8 p.m.

1960-1990: gli scrittori, le tendenze letterarie e il conflitto delle poetiche in Italia.

Friday, April 19 and Saturday, April 20
Speakers: Writers: Raffaele La Capria, Franco Ferruci, Franco Fortini, Biancamaria Frabotta, Francesco Leonetti, Nico Orengo, Lamberto Pignotti. Critics: Renato Barilli, Filippo Bettini, Sandro Briosi, Rocco Capozzi, Robert Dombrovski, Paolo Fabbri, Linda Hutcheon, Francesco Guardiani, Wladimir Kryszynski, Maddalena Kuitunen, Romano Luperini, Grazia Menecchia, Giuseppe Nava, John Picchione, Lamberto Pignotti, Silvio Ramat, Franco Ricci. All sessions in 205 Claude T. Bissell Building, 140 St. George St. (Italian Studies)

American Academy of Religion.

Friday, April 19 and Saturday, April 20
Annual regional meeting. All sessions in the Larkin Building, Trinity College. Information: Michel Desjardin, 978-7438. (Religious Studies)

Recent Developments in the Law of Economic Negligence.

Friday, April 19
The symposium will be divided into three consecutive panels: I. General Principles of Liability; II. Auditors' Liability; III. Liability of Public Authorities. Solarium, Falconer Hall, Faculty of Law. 2 to 6 p.m. (Law)

University Affairs Board.

Tuesday, April 23

Council Chamber, Simcoe Hall. 4 p.m.

Contrasts in Scale.

Thursday, April 25
An Ontario Association of Architects symposium honouring the centenary of architecture at U of T. Moderator: Colin Vaughan, CITY-TV commentator and *Toronto Magazine* columnist. Speakers: architects Shirley Blumberg, Kuwara Payne McKenna Blumberg, Toronto; Ted Cullinan, Edward Cullinan Architects, London, England; Carlos Ott, NORR Partnership Limited, Toronto; Ron Soskolne, Olympia & York Developments Limited, Toronto. Convocation Hall. 7:30 p.m. (Architecture & Landscape Architecture)

Visual Rhetoric.

Friday, April 26
A symposium. All sessions in the Residence Centre, Scarborough College. Renaissance Emblematica. 9 a.m. Cleopatra as a Cultural Icon; Renaissance Representation: The Iconoclastic Controversy of the 16th Century. 10 a.m. Subordinating the Other: Illustrations in Dickens' *Old Curiosity Shop*; Edward Gorey's Revision of Victorian Iconography; Odalisques in Margaret Atwood's *Cat's Eye*. 11 a.m. Metaphor, Action and Young Children. 1 p.m. Bombast in Mycenaean Paintings; Public Art and Persuasion. 2 p.m. Representation of Action and Gibsonian Theory. 3 p.m. Problems in Understanding; Depictions of Mental States; Commentary on Nelson Goodman. 4 p.m. Political Caricature in Canada. 5 p.m. Information: 287-7435, 287-7155 or 287-7169.

Committee on Academic Policy & Programs.

Wednesday, May 1
Council Chamber, Simcoe Hall. 4 p.m.

Governing Council.

Thursday, May 2
Council Chamber, Simcoe Hall. 4:30 p.m.

Business Board.

Monday, May 6

Council Chamber, Simcoe Hall. 5 p.m.

MUSIC

ROYAL CONSERVATORY OF MUSIC

Noon Hour Series.

Wednesday, April 17
Joseph Peleg, violin, and Judith Kenedi-Peleg, piano.

Tuesday, April 23

Dimitra Marangozis and Marlena Calderaro, duo piano. Concert Hall. 12:15 p.m.

Twilight Series.

Thursday, April 18
Angelo Calcafuoco, violin; Beverley Spotton, viola; Donald Green, cello; Ralf Rohrich, bass; and Andrew Markow, piano. Concert Hall. 5:15 p.m.

Tickets \$2, students and seniors \$1.

Evening Series.

Friday, April 19
Vicki Blechta, flute; Senia Trubashnik, oboe; and Cecilia Ignatieff, piano. Concert Hall. 8 p.m. Tickets \$9, students and seniors \$6.

Trilo Lyrika Series.

Saturday, April 27
Marie Fabi, piano; Annalee Patipatanakoon, violin; and Romany Borys, cello. Concert Hall. 8 p.m. Tickets \$9, students and seniors \$6.

Art Gallery of Ontario Series.

Sunday, April 28
CFMX scholarship winners. Walker Court, Art Gallery of Ontario. 3 p.m.

RCM String Orchestras.

Sunday, May 5
Junior Strings, Preparatory Strings, String Ensemble, Chamber Ensemble and Youth Orchestra. Leonard Odynski, Mark Wells, Angelo Calcafuoco and John Barnum, conductors. Church of the Redeemer, Bloor St. W. at Avenue Rd. 2 p.m. Tickets \$4, students and seniors \$2.

RCM Wind Ensemble and Junior Wind Ensemble.

Sunday, May 5
Richard Blechta, conductor. Church of the Redeemer, Bloor St. W. at Avenue Rd. 3:45 p.m. Tickets \$4, students and seniors \$2.

RCM Children's Choir.

Sunday, May 5
Rosemary Thomson, conductor. Concert Hall. 7 p.m. Tickets \$4, students and seniors \$2.

Information on all Conservatory concerts available from the publicity office, 978-3771.

TRINITY COLLEGE

Choral Evensong.

Wednesday, April 17
Robert Bell, director. Trinity College Chapel. 5:30 p.m.

Choral Evensong.

Sunday, April 21
Robert Bell, director. Trinity College Chapel. 4 p.m.

Choral Evensong.

Wednesday, April 24
Robert Bell, director. Trinity College Chapel. 5:30 p.m.

Amici Ensemble.

Friday, April 19
Mark DuBois, tenor; Joaquin Valdepeñas, clarinet; Jacques Israelievitch, violin; Mi Hyon Kim, violin; Steven Dann, viola; David Hetherington, cello; and Patricia Parr, piano.

Walter Hall. Edward Johnson Building. 8 p.m. Tickets \$15, students and seniors \$10.

FACULTY OF MUSIC EDWARD JOHNSON BUILDING

Opera Excerpts.

Wednesday, April 24; Friday, April 26 and Saturday, April 27
Opera Division presents staged and costumed scenes from the operatic repertoire. MacMillan Theatre. 8 p.m. Tickets \$10, students and seniors \$7.

Information on all events in the Edward Johnson Building available from the box office, 978-3744.

FILMS

Innis Spring Film Program

Wednesday, April 17
Robert Gardner's *Dead Birds* and *The Nuer*.

Wednesday, April 24
Chabrol's *Les Biches*.

Wednesday, May 1
The City Symphony II. Innis College Town Hall. 7 p.m.

EXHIBITIONS

SCHOOL OF ARCHITECTURE & LANDSCAPE ARCHITECTURE

Restatements and Realizations.

To April 17
Built work of alumni since 1893. The Galleries, 230 College St. Gallery hours: Monday to Friday, 9 a.m. to 5 p.m.

VICTORIA UNIVERSITY

Work of Virginia Woolf and Books Hand-Printed at the Hogarth Press.

To April 30
Work of Virginia Woolf and books hand-printed at the Hogarth Press by Leonard and Virginia Woolf. E.J. Pratt Library, Victoria University. Hours: Monday to Friday, 9 a.m. to 10 p.m.; Saturday, 12 noon to 10 p.m.; Sunday, 1 to 10 p.m.

JUSTINA M. BARNICKE GALLERY, HART HOUSE

To May 9
Homage to My Grandfather. Badanna Zack, sculpture installation. East Gallery.

The Venus Grail.

Cynthia Smith, photographs. West Gallery. Gallery hours: Monday and Friday, 11 a.m. to 6 p.m.; Tuesday, Wednesday and Thursday, 11 a.m. to 8 p.m.; Saturday and Sunday, 2 to 5 p.m.

SCARBOROUGH COLLEGE

Senior Students from the Fine Art Studio.

To May 10
Senior student show. The Gallery, Meeting Place. Gallery hours: Monday to Friday, 11 a.m. to 4 p.m.

ERINDALE COLLEGE

Lyn Campbell.

April 17 to May 7
Works on paper and sculpture. Art Gallery. Gallery hours: Monday to Friday, 11 a.m. to 7 p.m.; Saturday and Sunday, 12 noon to 5 p.m.

Events deadlines

Please note that information for Events listings must be received in writing at the *Bulletin* offices, 21 King's College Circle, 2nd floor, by the following times:

Issue of May 6, for events taking place May 6 to 21:
Monday, April 22

Issue of May 21, for events taking place May 21 to June 10:
Monday, May 6

Classified

A classified ad costs \$15 for up to 35 words and \$.50 for each additional word (maximum 70). Your name counts as one word as does your phone number, but the components of your address will each be counted as a word. No charge for postal code.

A cheque or money order payable to University of Toronto must accompany your ad.

Ads must be submitted in writing, 10 days before *Bulletin* publication date, to Nancy Bush, Department of Public Affairs, 21 King's College Circle, 2nd Fl., Toronto, Ontario M5S 1A1. Ads will not be accepted over the phone.

To receive a tearsheet and/or receipt, please include a stamped self-addressed envelope.

Accommodation Rentals Available — Metro & Area

Casa Loma Inn (Annex). 20-room inn on very quiet street. Attractive, clean, comfortable rooms. 4-piece baths, air conditioning, TV, radio, fridge, laundry, parking. U of T, subway, restaurants, banks minutes away. Competitive daily, weekly, monthly rates. 924-4540.

Don Mills/Sheppard. Three-bedroom penthouse condominium. Very nice view. New carpet. From May 1. \$1,050/month inclusive. 495-8466 or contact Carlos, 21 King's College Circle (evenings 5-10 p.m.)

Large, furnished, beautiful room in private, quiet house available immediately in High Park area. With bay windows and fireplace. Kitchen and washrooms are shared. Room is suitable for non-smoking gentleman at \$435 monthly. Call 533-1440.

Furnished house. August for 12 months. Yonge/York Mills. 4 bedrooms, 2-1/2 baths, eat-in kitchen, main-floor den, finished basement, C.A.C. Close to excellent schools, including French immersion. \$1,900 per month. Prof. Youdan, 736-5585 (work), 229-4260 (home), 736-5736 (fax).

U of T, TGH, HSC 5-minute walk. Two-bedroom rebuilt Victorian apartment. Carpeted, great kitchen with dishwasher, fireplace, balcony, parking, coin laundry facilities. Corner Henry and Cecil Streets. Non-smokers please. Call 595-0026.

Bloor West Village. Bright, clean, large 2-bedroom apartment. May 1. Private, quiet, renovated house. Dining-/living-rooms, fireplace, major appliances, garden, laundry facilities, parking available. Near Runnymede subway. \$1,200 monthly, heating included. 483-3984, 533-1440.

Summer sublet. Large, beautiful, fully furnished, 2-bedroom duplex on tree-lined street. Laundry, deck. College/Ossington, 15 minutes to campus by streetcar. May 15 — September 1. \$975/month inclusive. 516-3450.

Bright, sunny apartment. Dupont and Dovercourt, 2 bedrooms, eat-in kitchen, bath, living-room. Self-contained, 2nd

floor. Non-smokers preferred. Steps to campus bus, walk to subway. May 1. \$850 inclusive. 978-3496, 767-7289.

Sabbatical rental, fully furnished, large, 8-room, 3-storey Victorian house. Available 12-14 months, July 1/91 — August 31/92. Ideal for couple/family. Elegant downstairs, comfortable upstairs. Modern kitchen, 2 baths, fireplace, separate dining-/living-rooms, 3 bedrooms, family room, study, garage. Close to university, downtown hospitals, government buildings. Excellent local school, good shopping. Great city living. No pets, no smoking. Maid service. \$1,900 plus utilities. 921-6708.

Furnished 3-bedroom house available for one- to three-year lease. 5 appliances, dishes, etc. included. Close to schools, shopping and Runnymede subway station. Available July or August, \$1,500 per month. 767-2379.

1-bedroom apartment. Leaside Towers. Fully equipped & furnished, central air, pool, sauna, underground parking, 24-hour security. Available July 1, 1991 — August 31, 1992. \$650 per month inclusive. Telephone 467-4806.

Bloor West/Annex. 3-bedroom detached house, fully furnished, with piano and fireplace. Close to subway. Available August 1, 1991 to August 1, 1992 (approximate). Couple or family preferred. \$1,200/month plus utilities. 763-4754.

Broadview/Danforth. Luxury, furnished, 2-bedroom home. Renovated upper duplex. Deck with view of skyline, parking, air-conditioned, stained glass, wood floors, exposed brick, laundry. Near parks, shopping, pool, rink. 15 minutes to campus by TTC. Ideal for single, couple with young children. Perfect for sabbatical. July 1. \$1,400 inclusive. 465-0591.

Beaches area. Beautiful all-brick detached. 3 + 1 bedrooms, 2 baths, oak kitchen & floor, 2 working fireplaces, skylight, 6 appliances, garden, garage with opener & parking. Near park, schools, shopping & TTC. Available July 1. \$1,475 +. 391-4884.

Luxury furnished 1-bedroom apartment, main floor of house. May 1 to August 31 (flexible).

High Park area. 1 streetcar to downtown. Includes fax and photocopier. \$1,000 per month. 533-3732.

Charming Cabbagetown Victorian. 3 storeys, 5 bedrooms, oak floors, original fireplace, major appliances, fully furnished, parking. Available July 1991 — September 1992. Home: 963-5148; business: 596-2397, 595-5337. Ask for Fiona or André.

Sabbatical rental July 1991 — July 1992. Furnished, renovated, 3-bedroom detached home. York Mills between Bayview & Yonge. Quiet street close to schools, shopping, parks, subway. CAC, sauna, large private garden. No smokers, no pets. \$1,850 + utilities. 979-4408 (days), 443-0981 (evenings).

Very private fully furnished and equipped 2-bedroom apartment in attractive Victorian house. Upper duplex on two floors, 1 1/2 baths, 6 appliances. Brunswick/Sussex, minutes walk to campus. Pet/child welcome. Available May 1 for flexible period. \$1,475/month + electricity. 964-5918.

Elegantly renovated home in Bloor/Bathurst area; walk to University and subway. Open-concept, hardwood main floor, bright modern kitchen, two bedrooms + office, laundry, central air, deck, garden, parking. Available fall 1991, furnished or unfurnished. \$1,500/month. Call 538-6231.

South Leaside. Huge, nicely furnished, bright, dry, basement apartment to rent, June 1 to August 31. Private entrance, laundry facilities, close to TTC. Quiet, elegant street. Suitable for quiet non-smoker. \$600 monthly. Call 467-0422.

Sabbatical apartment, July 1991 — July 1992. Bright, airy, furnished, equipped, 3 bedrooms, 1 1/2 bathrooms, solarium. Western Harbourfront overlooking lake. TTC at door. \$1,100 plus hydro. 260-0128 or 736-5558.

Coxwell/Danforth. Close to subway. Two-storey, 4-bedroom, detached brick house. Beautiful wood trim, hardwood floors, four appliances, patio, garden, garage, central air. No pets. Non-smokers. \$1,400/month plus. Available July 1. Prof. Chan, 461-7069.

Large 1-bedroom (Beaches) on third floor of charming private home. Convenient location for transportation, shopping and the beach. Parking available. Immediate occupancy. \$800 monthly, utilities included. Call 690-8937.

Palmerston Avenue near Dupont. Immaculate, convenient 3-bedroom detached house. Dry, bright, den, 67-0226 per month, utilities included. Available May 1. Near TTC. 487-0229.

Avenue Road & Lawrence. Spacious, bright, furnished, 2-bedroom apartment near TTC. Pretty garden. Available July and

August, \$850 per month. 487-0229.

Yonge/Bloor. Furnished 1-bedroom apartment, view of lake. Sunny southern balcony. Short- or long-term. \$850/month. 962-8169, leave message, or 972-0743.

Avenue Road/Bloor. Lower-level apartment, separate entrance in 3-storey Victorian house. New carpet throughout and newly renovated and painted. Furnished. Short- or long-term. 962-8169 or 972-0743.

Annex, Howland Avenue, just above Bloor Street. Bright 4-bedroom apartment in house with two decks, one east, one west. Two bathrooms, kitchen, living-room, breakfast room, washer, dryer, parking. Available May 1. \$1,800 +. 588-3865.

July/August sublet or 1-year sublet (July 1991 to September 1992). Furnished 2-bedroom apartment. 131 Bloor St. West. Balcony, south exposure, parking, dishwasher, microwave, air conditioning, large living-room, sofa bed. Price negotiable. 964-7475 (evenings/weekends), 920-9741 (days — leave message).

Luxury one-bedroom condo with den. The Liberties at Bay and College. Full recreational facilities, 24-hour security, underground parking, five appliances. \$1,400/month, negotiable. Available immediately. Call Nona, 731-1933.

U of T Scarborough Campus 10 minutes walk. Four bedrooms. Available immediately. Kitchen, 3 washrooms, 4 appliances, partly furnished. Conlins & Ellesmere Roads. Rent negotiable. Call Bally, 286-6973; fax/call Bobby, 285-9434.

July/August. Broadview/Danforth. Quiet area. 2-bedroom furnished house, open-concept, skylights, 2 decks, garden, washer, dryer, dishwasher. Close to good shopping, tennis, pool, TTC. \$1,000/month, utilities included. 466-1754.

West Annex. Bright, 3-storey, detached brick house, 3 bedrooms, den, sun-room, third-floor deck, skylight, fireplace, garden, 5 appliances, quiet street, near subway. \$1,400 + utilities. Available early May. No pets, non-smokers. 924-3471.

Huron/Sussex, steps to campus. Junior 1-bedroom apartment, newly renovated Victorian house, from June 1991. \$800 monthly includes all utilities. First and last months' and references required. Could be furnished & fully equipped at additional cost. Parking available. Please call 971-6094 or leave message.

Graduate students. Spacious, comfortable, 4-bedroom Victorian plus study and sun-room. Private yard, storage. Close to U of T, teaching hospitals, shops, TTC. No smokers. \$1,680/month plus utilities. 633-6941 (machine), (519) 439-7969.

Modern home in beautiful setting on park (tennis) and cul-de-

sac near Rosedale/Bay subways. Walk to U of T campus and hospitals. Living, dining, modern kitchen/appliances, study, 2 bedrooms, 2 bathrooms, sauna. Sabbatical from May 1991. No pets; non-smokers. \$1,700/month + utilities. Evenings 925-6185.

Avenue Road/401 area. June 1 to November 1. Spacious, furnished, 1 bedroom apartment, cable, garage, steps to transit. Single professional person (no sharing). \$675, first and last. Phone 485-4997.

Moore Park, summer rental. Mid-June, July & August (date flexible) 1991. 4-bedroom house, fully furnished, private garden, garage, 10-minute walk to Yonge/St. Clair. No pets. Utilities/cleaning included. \$1,500 per month. 488-6370.

Furnished executive home. Spacious, 3 storeys, 3 bedrooms, nanny's suite, fireplace, family room, decks, fabulous bath/kitchen, 2-car parking. Park, subway, shopping. Downtown ten minutes. July 1, 1991 — June 30, 1992. Lorna Johnson, Family Trust. 469-5317.

Jane/St. Clair. Charming, 2-bedroom bungalow. Broadloom, yard, parking, laundry, close to TTC/shopping. References. Available June 1, 1991. \$1,000 + utilities (negotiable). Debbie: 255-4248 (evenings).

St. Clair/Bathurst upper duplex. Ideal for couple plus single. Occupies 2nd and 3rd floors of renovated house on quiet street. Bedroom, full bathroom en suite on top floor. Second floor: living-room with fireplace, two other rooms, kitchen, full bathroom. All broadloom, laundry, off-street parking, bike storage. Steps to all TTC services and shopping. May 1. \$1,200 inclusive. Keith, 531-7086.

Bloor/Bathurst. Attractive, very bright upper duplex in quiet downtown house, fully renovated recently. Top floor has bedroom with skylight and dormer, lounge with sliding doors opening onto spacious deck. Second floor has two good-sized rooms, bathroom, cheerful Ikea kitchen with walk-out to another deck. All TTC services, shopping nearby, 15-minute walk to campus. May 1. \$1,200 inclusive. Keith, 531-7086.

Bathurst & Glencairn. Near Glencairn subway station. 5-room bungalow and finished basement (5 bedroom). 5 appliances, 4-car parking. Available May 1. \$1,600/month, negotiable. Call after 6:00 p.m. 782-4744.

Bloor West Village. 2-level, 3-bedroom, self-contained apartment, living-room (fireplace), eat-in kitchen, 1 1/2 bathrooms, 2-minute walk to Runnymede subway and High Park. Available May 1. \$1,250. 769-4441.

Three-bedroom house, near Yonge/Eglinton (subway) for July — mid-August. Prof. renovated,

parking, air, 5 appliances. Non-smokers, no pets. References. 481-9702.

Danforth/Pape subway. Renovated, large, 3-bedroom apartment on 2 floors in duplex. Separate living-/dining-rooms. Comfortably split into two units. Kitchen, bathroom, laundry, parking, garden. Private entrance. \$925/month plus. Available May 1. Evenings 691-5319.

Historic townhouse, Church/Wellesley area, quiet street, faces park, 10-minute walk to campus. Renovated, unfurnished, 4 bedrooms, 3 baths, family room, sun-deck, laundry. Available April 20. \$2,000/month. 340-3764 days, 968-9028 evenings.

Yonge/St. Clair. Wonderful, roomy, 4 bedrooms, 2 baths, near subway, shopping, ravine, school. Assume our lease in May or June at \$2,200/month. 922-8171.

Sabbatical rental: ten months starting September 1991. Sunny, renovated, two bedrooms, two bathrooms; two floors, 500 square feet each; fireplace; attached solar greenhouse, 300 sq. ft.; plus basement office/geological library, 300 sq. ft. Carport, mature gardens, flagstone patio, all on 5,000 sq. ft. lot. Steps from subway, Danforth Village. \$1,200/month plus utilities. 465-0612.

Bright, sunny, 2-level apartment. Dupont/Dovercourt. 2 bedrooms, large garden with patio and deck, many closets. Steps to campus bus, walk to subway. Non-smoking couple preferred. June 1. \$990 inclusive. 978-3496 days, 767-7289 evenings.

Sabbatical rental, September 1991 — August 1992. Steps from University, luxury condo, luxuriously furnished, private entrance, quiet street, patio, 1 bedroom, guests, two baths, multiple appliances, indoor garage, pool, sauna, squash, billiards, pay TV. Rent negotiable. 596-1178.

Downtown/Chinatown from June 1, 1991, 1-3 years lease. Walk to financial district, Kensington, U of T & AGO. Airy, bright, renovated house. 3 4-piece, 1 2-piece baths, 3 bedrooms, small loft, parking. \$1,700 plus. 593-7659.

Completely furnished 6-room lower duplex, quiet street near Yonge/St. Clair subway. Suitable for childless couple. Fireplace, laundry garage. Available July 1. \$1,295/month + utilities. Days 967-1350, evenings 486-1780.

For rent, furnished, July 1 — June 30, Walmer/St. Clair: spacious 3-level condominium in modern low-rise building. Two bedrooms plus large den with walk-out patio, 2 1/2 baths, 2 solariums, fireplace. \$2,000 per month includes heat and hydro, parking, exercise room/sauna. 962-8771.

Finch/Highway 27. New, well-appointed, 1-bedroom condo-

Continued on Page 14

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Open Monday-Friday
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African Night



The Faculty Club
41 Willcocks Street

April 26, 1991

Reception: 6:30 p.m. (hors d'oeuvres)

Dinner: 7:30 p.m. (buffet)

Featuring:

Mechoui-Style Leg of Lamb, Chicken Yassa, West African Eggplant & Shrimp Bake, Cold Salads Including Okra Salad, Plantain Salad, Dessert, Fruit & Cheese Table

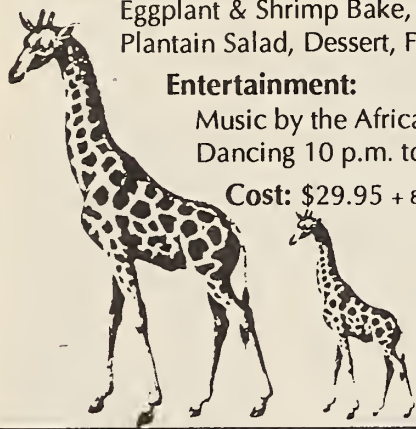
Entertainment:

Music by the African Brothers, 7:30 to 10 p.m.
Dancing 10 p.m. to midnight to our D.J. Ernie

Cost: \$29.95 + 8% PST + 7% GST + 15% Service Charge

Reservations 978-6325
Members and Guests

Join us for AFRICAN WEEK
April 22 to 26, noon to 2 p.m.
Main Dining Room



Classifieds
Continued from Page 13

minium. Prestigious building overlooks Humber Valley. Broadloom, 6 appliances, health club, underground parking. Close to Humber College. \$1,260/month. September. May share. Non-smokers. 787-8464.

Bloor/Yonge—Executive condo. Furnished, 2 bedrooms, 2 bathrooms, 6 appliances, air-conditioned, pool, indoor parking, security 24 hours. Available immediately. \$1,750. Yearly lease. Please call Mrs. Evans, 926-1339.

Accommodation Rentals required

Apartment wanted for rent end of May/June 1. Near High Park, TTC. Spacious one-bedroom, partly furnished, appliances, for recently appointed professor. Call 767-7879 or (better) write H. Jaumann, 50 Quebec Avenue, PH 6, Toronto M6P 4B4.

Teacher on sabbatical requires furnished apartment or condo near U of T. From July 1, 1991 to May 1, 1992. I am a responsible homeowner and non-smoker. (807) 344-9937.

West Coast writer seeks rental, central Toronto, for self and 2 grown daughters. June 1—July 30. References. Call 926-9144.

Executive homes wanted—central. Serious clients. Annex, Avenue Road/Eglinton, Rosedale, etc. \$2,000 to \$7,500/month. M. Rothman R.E. 789-2812.

Accommodation Shared

Roommate wanted: quiet, female, non-smoker wanted to share three-bedroom furnished downtown condominium, beginning May 1. Parking available. Rent: \$420/month. Call 593-2571.

Accommodation Overseas

Cote d'Azur. Modern studio apartment in elegant building. Fully furnished, 2 rooms, sleeps 3. \$875 inclusive if long-term rental. May 1. 15 minutes walk from beach, shopping, train station, banks. Toronto 694-4735 or write to: Bylandstraat 74, The Hague, 2562GL, Netherlands.

Seven nights' bed and break-

fast in London (Highgate). Single £100 per person, double £80 per person. Tuition in English, golf, transportation by your host to local attractions available. More information from Jean O'Grady, Toronto 487-9086.

Paris suburban: small 1-bedroom, garden apartment. Available monthly or for entire summer from June. 15 minutes by subway to city centre. Call 922-1542.

Paris, furnished apartment to share, Toronto bilingual Sorbonne student seeks female student to share nice apartment, in 5th, near universities. Own room, communal kitchen/bath/small living-room. 2,500 French francs/month. Available June 1, long-term only. Paris 33-1-4548-2917.

England. Furnished four-bedroom Victorian house. Patio, garden, two living-rooms, modern conveniences. Royal Leamington Spa. Close to shops, schools. Available September 1, 1991 to June 30, 1992 (negotiable). £700 per month plus utilities. Telephone Toronto 733-7858

Accommodation Exchange

Professional couple seek house swap in Toronto for one year from August 1, 1991. We have a three-bedroom furnished house near the University of Alberta. House is on transit line and close to public schools. Pat Campbell, 10935 - 68 Avenue, Edmonton, Alberta T6H 2B9. (403) 425-0266 (days), (403) 437-1790 (evenings).

Houses & Properties for Sale

Bay 1001—29th floor. Lake-city panorama, 2 bedrooms, den, solarium, parking, locker, 5 appliances, broadloom throughout, 24-hour concierge. Owner 975-1618.

Vacation/Leisure

BACKPACK CANADA, UNITED STATES, PERU, BOLIVIA & NEPAL. Adventuresome backpacking treks through the Ocala National Forest in Florida, in the magnificent Canadian Rockies, the Grand Canyon in Arizona, the Appalachians during the autumn colour season, hut hopping in the White Mountains of New Hampshire, Alaska and the Yu-

kon—trekking the Chilkoot Trail, the Andes Mountains of Peru including Machu Picchu, Bolivia—Llama Trekking and Nepal—the Annapurna Sanctuary. We have some trips where we hike out daily from base camps. No experience is necessary. Request brochure. WILLARDS ADVENTURE CLUB, Box 10, Barrie, Ontario, Canada L4M 4S9. (705) 737-1881.

Costa Rica, 2-bedroom house at internationally famous Manuel Antonio Beach. Furnished. Maid service weekly. Children welcome. Available April to autumn. Reasonable rates for long-term stay. 260-0128.

Miscellaneous

Victoria B.C. Real Estate. Experienced, knowledgeable realtor with university faculty references. Will answer all queries and send information about retirement or investment properties in Victoria. No cost or obligation. Call (604) 595-3200 or write Lois Dutton, RE/MAX Ports West, 3200 Shelbourne Street, Victoria, B.C. V8P 5G8.

IMPROVE YOUR WRITING. Professional editor with extensive publishing experience will help with your paper, thesis, dissertation, or manuscript. Focus your thoughts, show you where to cut or to expand, clarify awkward sentence structure, etc. Free estimate. Elite Editorial Services. 927-8761.

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ACCENT NEED ADJUSTMENT? Communication enhancement classes forming with "accent" on formation and production of the English sound system, pronunciation and intonation patterns. Now in its 6th year. Over 1,000 satisfied graduates attest to its value. Groups of 6-8 participants. Gandy Associates 767-6691.

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*Canadian Professors For
Peace In The Middle East*

ANNUAL CONFERENCE

Sunday, May 6, 1991
9:00 a.m. - 5:00 p.m.

Trinity College
University of Toronto
6 Hoskin Avenue

Theme:

**The Transformation of
Soviet Domestic and
Foreign Policy and the
Implications for the
Middle East**

Speakers:

Robert Boardman, Rex Brynen, Lenard
Cohen, James Critchlow, Robert O.
Freedman, Alan Kagedan, Stephen Page,
Bernard Reich, Carol Salvetz

No Registration Fee
Luncheon \$10.00

For information contact:

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Suite 205

1110 Finch Avenue West
Downsview, Ontario M3J 2T2
(416) 736-8245

Research Notices

For further information and application forms for the following agencies, please contact ORA at 978-2163 except where indicated.

Asia Pacific Foundation of Canada

Japanese Language Teacher Assistance Program.

External Affairs & International Trade Canada will provide support through APFC to assist in recruiting qualified Japanese-as-a-second-language teachers to teach in Canadian secondary and post-secondary institutions. Funding will be for expenses associated with recruitment, travel, relocation and short-term English or orientation training. Salaries will be paid by the host institution.

For further information (including internal deadlines and signature requirements) and application forms, please contact the Institute for International Programs (IIP) at 978-1870. Deadline is May 23.

Association of Universities & Colleges of Canada

Micro-Fund #1, Planning Mission

The Institutional Cooperation & Development Services Division of the Canadian International Development Agency (ICDS/CIDA) will provide through AUCC up to \$5,000 for travel required for

the planning of projects which would be suitable for the ICDS/CIDA university linkage program. Travel to the People's Republic of China or Thailand is not eligible.

Micro-Fund #2, Follow-up Project

ICDS/CIDA through AUCC will provide up to \$15,000 to support work begun under a CIDA-funded cooperation project with a university in a developing country. The program is designed to support post-project links between the partner universities that are consistent with the activities of the original project.

Further information (including internal deadlines and signature requirements) and application forms for both awards, please contact the Institute for International Programs (IIP) at 978-1870. Deadline is May 8.

Connaught Senior Fellowships in the Humanities & Social Sciences (1992-93)

Fellowships are offered to assist individual scholars doing independent research in the humanities and social sciences. Awards are made on the basis of past academic performance as evidenced by a distinguished record in research and scholarship. Successful candidates will receive a modest research grant and will be released

from all teaching and administrative responsibilities at full salary for up to 12 months. Deadline is May 15.

National Institutes of Health (US)

The US Public Health Service policy now requires applications for PHS research grants to include an estimate of the amount and source of program income expected as a result of the project for which support is being sought. Examples of program income include: fees earned from services performed under the grant; rental or usage fees such as those earned from fees charged for use of computer equipment purchased with grant funds; patient reimbursement for hospital or other medical services; funds generated by the sale of commodities such as tissue culture or cells lines.

Until the current application form (PHS 398) is revised, investigators are advised to include this information under the Other Support section of the application form. This reporting requirement is in effect for both new and continuation applications. Further details are available from the PHS program income announcement (reference 12/90) available from ORA.

Upcoming Deadlines

Asia Pacific Foundation of Canada - Japanese language teacher assistance program: for May 30 agency deadline, internal deadline at IIP, May 23.

AUCC - micro-fund #1 (planning mission); micro-fund #2 (follow-up project): for May 15 agency deadline, internal deadline at IIP, May 15.

J.P. Bickell Foundation - research grants, internal ORA deadline: April 22.

Bower Award - nominations: April 17.

Cancer Research Institute (US) - investigator awards: May 1.

Health & Welfare Canada/NHRDP - conference, formulation, small budget support: any time; annual project competition for

major research proposals: June 1.

Health & Welfare/National Welfare Grants - special competition: community economic development, social service issues affecting recent immigrants and refugees, trends and issues affecting social policy and service delivery (full applications, previously notified applicants only): May 31.

Juan de Fuca Hospital Foundation - clinical, administration and research fellowships: May 1.

Louis & Artur Lucian Award - visiting professor nominations: May 1.

Medical Research Council - group grants (new and renewal) letter of intent; program grants (new and renewal) letter of intent; east European exchange: May 1.

National Institutes of Health (US) - AIDS-related research grants: May 1.

NSERC - strategic grants: May 1.

Ontario Ministry of Health - research and information grants: May 1.

Sandoz Foundation for Gerontological Research - research grants: May 1.

SSHRC/Canada Council - state of the art review of research on arts literacy in Canada: May 1.

U of T - Leave/non-leave research grants: May 1;

Connaught Fund - phase I new staff grants (nominations): May 1; senior fellowships (1992-93): May 15; Humanities & Social Sciences Committee of the Research Board - general research grants: May 15.

PhD Orals

Graduate faculty please call the PhD oral examination office at 978-5258 for information regarding time and location for these listings.

Monday, April 15

Clare Lawton Beghtol, Faculty of Library & Information Science, "The Classification of Fiction: The Development of a System Based on Theoretical Principles." Prof. M. Cockshutt.

Siegfried Oskar Janz, Department of Physics, "Second Harmonic Generation from Al Surfaces," Prof. H.M. van Driel.

Tuesday, April 16

Paul Anthony Chandler, Centre for Medieval Studies, "The Liber de Institutione by Felip Ribot, O.Carm.: A Critical Edition with an Introduction," Prof. J.N. Hillgarth.

Jasmine Gruia-Gray, Department of Zoology, "Epizootiology, Cytopathology and Replication of Frog Erythrocytic Virus," Prof. S.S. Desser.

Kathleen Louise Kellett-Betsos, Department of French Language & Literature, "Le recit poetique au Québec," Prof. P. Hébert.

Louis Martin Pike, Department of Education, "The Multi-Disciplinary Team as an Example of Shifting Paradigms," Prof. L.E. Davie.

Wednesday, April 17

Judith Patricia Dick, Faculty of Library & Information Science, "A Conceptual, Case-Relation Representation of Text for Intelligent Retrieval," Prof. A.H. Schabas.

Thursday, April 18

Larissa Gloria Covato, Department of Education, "The Design of an Adventure Game Authoring Tool for Exploring Polite Requests in an English as a Second Language Context," Prof. W.P. Olivier.

Friday, April 19

Elizabeth Rose Straus, Department of Education, "Drama and Generic Skills: The Movement of Skills from the Drama Classroom to the Workplace," Prof. J.R. Courtney.

Mary Anne Weaver, Department of Education, "Children with Visible Congenital Defects: An Exploratory Study of Parents' Experience," Prof. O. Weininger.

Monday, April 22

Nicolaos Karayiannis, Department of Electrical Engineering, "Artificial Neural Networks: Learning Algorithms, Performance Evaluation and Applications."

Prof. A.N. Venetsanopoulos.

Anver Saloojee, Department of Political Science, "Crisis and Forms of Populism in South Africa: A Study of the African National Congress and Inkatha." Prof. J.S. Barker.

Wendy Cheryl Whitfield, Department of Education, "Mother-Daughter Relationships in Families in which Fathers Sexually Abuse Daughters," Prof. P.J. Caplan.

Tuesday, April 23

Thomas James Ritchie, Department of Education, "Understanding Educational Supervisors," Prof. A.F. Brown.

Shouyong Shi, Department of Economics, "Essays on Consumption, Savings and International Finance," Prof. L.G. Epstein.

Wednesday, April 24

Belinda A. Goldthorp, Department of History, "Canada and the United Nations: Educational, Scientific and Cultural Organizations: A Historical Perspective," Prof. R. Bothwell.

Thursday, April 25

Flor Cubero, Faculty of Library & Information Science, "A Qualitative Approach to the Study of Information Needs of Policy Makers in Costa Rica," Prof. E. Auster.

Yong Li, Department of Electrical Engineering, "Control of Vector Discrete-Event Systems," Prof. W.M. Wonham.

Ping Lin, Department of Electrical Engineering, "The Composibility of Behaviourally Secure Systems," Prof. E.S. Lee.

Jennifer Margaret McKendry, Department of History of Art, "William Cloverdale and the Architecture of Kingston from 1835 to 1865," Prof. D.S. Richardson.

Friday, April 26

John Douglas Adamson, Centre for Medieval Studies, "A Critical Edition of the Summa Institutionum of

Placentinus," Profs. R.E. Reynolds and V. Brown.

Gene Lawrence Allen, Department of History, "The Origins of the Intercolonial Railway, 1835-1869," Prof. M. Bliss.

Gustavo Indart, Department of Economics, "A Critical Evaluation of the Microeconomic Foundation of Marx's Theory of Value," Prof. J.S. Cohen.

Liem Mai, Department of Mathematics & Applied Mathematics, "The Analytic Rank of a Family of Elliptic Curves," Prof. V. Murty.

Veronica Ingrid Schild, Department of Political Science, "Gender, Class and Politics: Poor Neighbourhood Organizing in Authoritarian Chile," Prof. R. Sandbrook.

Gordon Mathew Winder, Department of Geography, "Following America into Corporate Capitalism: Technology and Organization of the Ontario Agricultural Implements Industry to 1930," Prof. J.N.H. Britton.

Stephen Mitchell Woolven, Department of Electrical Engineering, "A Real-Time Optical/Digital Radon Space Image Processing System," Prof. V.M. Ristic.

Monday, April 29

William Leonard Croker, Department of Education, "Coping Strategies, Cognitive Distortions and Depressive Symptomatology in High School Adolescents," Prof. S. Mieztis.

Maria Rose Serrano, Department of Nutritional Sciences, "Effect of Flaxseed on Colon and Breast Cancer Risks," Prof. L. Thompson.

Thursday, May 2

Thomas Earl Burman, Centre for Medieval Studies, "Spain's Arab-Christian Community and Islam, 1050 - 1220," Prof. J.N. Hillgarth.

Pamela Joanne Reid, Department of Psychology, "Detection of Cryptic Prey: Search Image or Search Rate," Prof. S.J. Shettleworth.

Search Committees

Chair, Department of Biochemistry

A COMMITTEE has been established to recommend a professor and chair of the Department of Biochemistry. Members are: Dean John H. Dirks, Faculty of Medicine (*chair*); Professors Jeremy P. Carver, associate dean, basic sciences, Faculty of Medicine (*vice-chair*); Laszlo Endrenyi, associate dean, Division IV, School of Graduate Studies; Andrew D. Baines, chair, Department of Clinical Biochemistry; Stephen S. Tobe, associate dean, mathematical, physical and life sciences, Faculty of Arts & Science; Marian Packham, David Williams, Amu Sarkar and Theo Hoffman, Department of Biochemistry; Jack Greenblatt, Banting & Best Department of Medical Research and Departments of Medical Genetics and Medical Biophysics; and Reinhart Reithmeier, Departments of Medicine and Biochemistry; and Anna P. Perry, dean's office, Faculty of Medicine (*recorder*).

The committee would welcome any comments or suggestions regarding this appointment. These may be communicated, preferably in writing, to the chair or to any member of the committee.

Chair, Department of Microbiology

A COMMITTEE has been established to recommend a professor and chair of the Department of Microbiology. Members are: Dean John H. Dirks, Faculty of Medicine (*chair*); Professors Jeremy P. Carver, associate dean, basic sciences, Faculty of Medicine (*vice-chair*); Laszlo Endrenyi, associate dean, Division IV, School of Graduate Studies; Paul D. Sadowski, chair, Department of Medical Genetics; Brian H. Barber, acting chair, Department of Immunology; Frances W. Doane, James B. Campbell and Mohamed A. Karmali, Department of Microbiology; Eleanor Fish, Departments of Microbiology and Paediatrics; Tak Mak, Departments of Medical Biophysics and Immunology; and Donald E. Low, Departments of Medicine and Microbiology; and Anna P. Perry, dean's office, Faculty of Medicine (*recorder*).

The committee would welcome any comments or suggestions regarding this appointment. These may be communicated, preferably in writing, to the chair or to any member of the committee.

Provostial Review Committee

Faculty of Pharmacy

IN ACCORDANCE with University policy the provost will undertake a review of the Faculty of Pharmacy prior to the conclusion of the term of the incumbent dean, Professor D.G. Perrier, on Dec. 31, 1992. The purpose of the review is to determine the strengths and weaknesses of the faculty for the information of the faculty and the University and to advise the forthcoming decanal search committee.

Terms of reference

To review, assess and make recommendations concerning:

1. the mission, goals and objectives of the faculty in relation to the University's Statement of Institutional Purpose and the success of the faculty in meeting its goals and objectives;
2. the strengths and weaknesses of the faculty's academic programs, administrative structures and support systems including the use of computer technology;
3. the range and size of the academic programs in relation to the current and projected human, financial and physical resources of the faculty;
4. the extent to which the faculty and its

graduates fulfil public expectations and meet societal needs; and

Membership

Dr. A. Richard Ten Caie, vice-provost (health sciences) (*chair*); Professors Laszlo Endrenyi, associate dean, Division IV, School of Graduate Studies; Alan B. Okey, chair, Department of Pharmacology; Tom Paton, Faculty of Pharmacy and Sunnybrook Health Science Centre; Dorothy M. Pringle, dean, Faculty of Nursing; and John A. Pugsley, Jake J. Thiessen and Jack P. Uetrecht, Faculty of Pharmacy; and Barry Phillips, Ontario College of Pharmacists; Nancy Giovino, Pharmacy Alumni Association; Heather J. Ditzend, administrative staff, and Angelina Hofstra, graduate student, Faculty of Pharmacy; an undergraduate student yet to be appointed; and David Keeling, assistant vice-provost (health sciences) (*secretary*).

The committee invites submissions from members of the University community and other interested parties. These should be sent by April 30 to David Keeling, room 222, Simcoe Hall.



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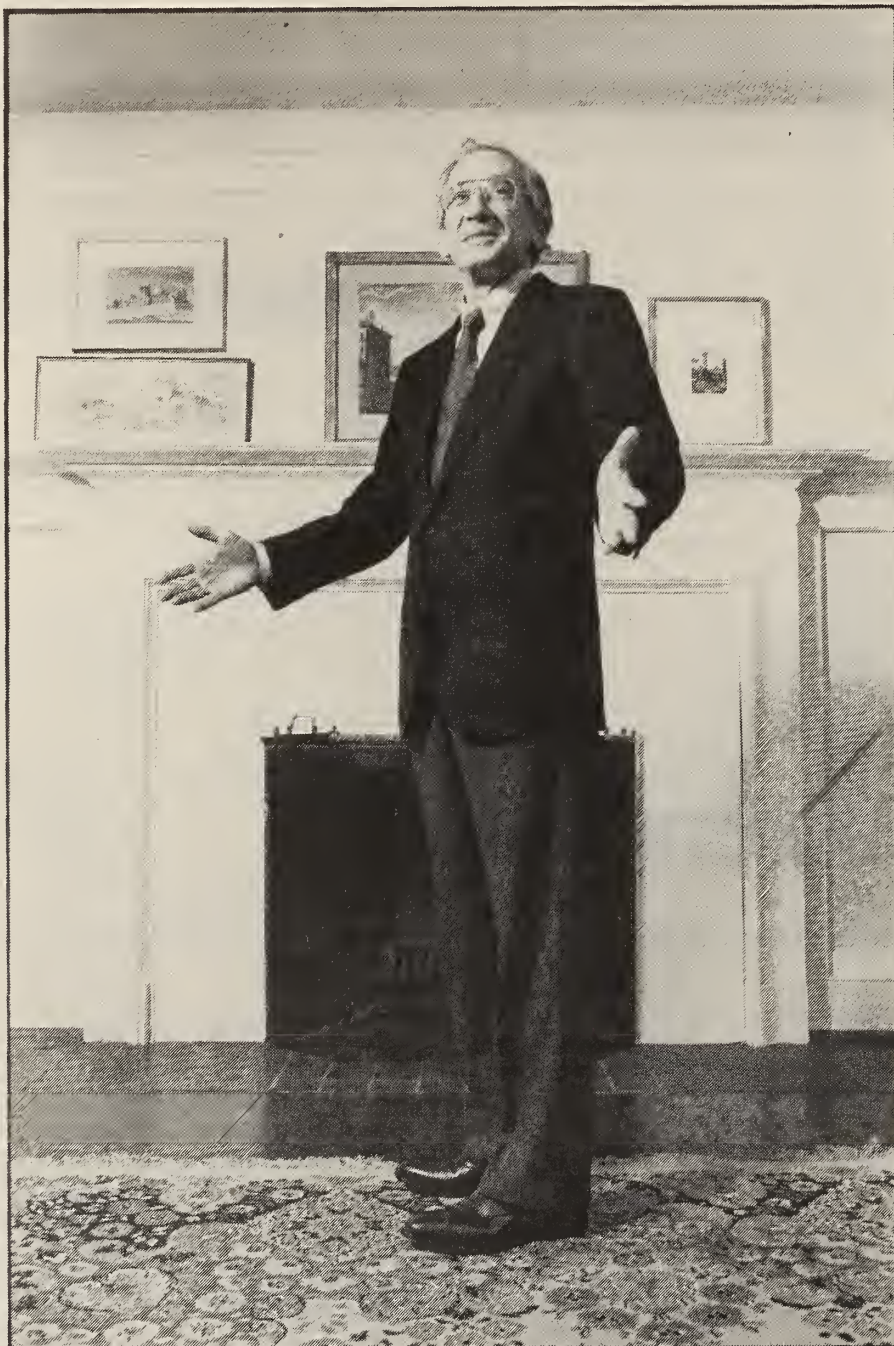
We can help avert a shortage of new university teachers

The University of Toronto, along with every other university in North America with a large stake in graduate education, faces a major challenge over the next decade. Put simply, by the end of this century, if current enrolment and flow-through trends in PhD programs continue, faculty retirements in the humanities and social and physical sciences will be so numerous that, even if due allowance is made for budget cuts, there will be a substantial excess demand for new university teachers. To make matters worse for employers (and better for students), there is every reason to believe, based again on the age composition of the population, that industry and government will join the universities in pursuit of highly trained professionals to fill positions left vacant by retirements. It is as if we were about to witness a replay of the 1960s and, for the most part, that is exactly what will happen.

While those concerned with graduate education have recognized the need, the challenge to the University to step up the number of graduate degrees it awards each year is no less formidable. Are we at the University up to the task?

Before I try to answer this question, it is important to stress that our success is not a trivial matter for Canada. This university has the largest graduate school in the country by every relevant measure—faculty size, enrolment, range of programs, annual number of graduate degrees awarded and, of critical importance, research dollars per student and per faculty member. If we focus on the PhD, in 1988 (the last year for which we have comparable data) we enrolled one and a half times as many students as the University of Montreal, our closest Canadian competitor, and granted more doctoral degrees that year than the University of Alberta and McGill University (numbers two and three in this category) combined. We are large even by US standards. Again using 1988 data, we ranked 19th in North America in the number of PhDs awarded. In some areas—Near Eastern studies, the history and philosophy of science and technology and medieval studies, for example—we are among a small number of universities in Canada to provide advanced degrees, while in others—classics and the health sciences—we offer an array of fields that few universities in the country can match. In short, this university is the major centre for graduate training in the country and, in consequence, an important source of the highly trained professionals that must fill the vacancies in industry, government and universities.

How are we mobilizing our resources to meet the challenge and what more needs to be done? As it happens, some small changes may yield substantial results. In the humanities and social sciences we lose more than 50 percent of those who enrol in PhD programs through attrition. Some attrition is, of course, to be expected but this rate is excessive. By comparison, the physical and health sciences lose less than 25 percent of their doctoral students. Similarly, over the last 20 years, in sharp contrast with previous periods, time to degree in all PhD programs has gone up. There is little evidence to suggest that current PhDs, as a result of their longer gestation period, are noticeably superior to those who received their degrees 20 years ago. Nor, for that matter,



Dean Jon Cohen of the School of Graduate Studies

does there appear to be any compelling academic reason to justify the upward drift. The simple point is that if we were able to reduce attrition and shorten time to degree, we could, without increasing our intake of new students and presumably with our current faculty, raise the number of PhDs we award each year. Can we do it?

While it would be unrealistic to ex-

ter's into the PhD stream. The school plans to host orientation sessions for new members of the graduate faculty to discuss the supervisor-student relationship and to promote good supervisory practices. Other initiatives will flow from the results of a survey sponsored by SGS of current and recently graduated PhD students on their experiences in our graduate programs. This survey, de-

**We have a
rare opportunity to reduce
employment inequities**

pect a quick fix, departments are sensitive to the problems and, together with the School of Graduate Studies (SGS), are taking steps to resolve them. A few, for example, intend to reduce course requirements for their PhD programs; in many instances, this amounts to no more than rolling back the increases that took place over the last 10 or so years. Some now encourage, with the support of SGS, their more qualified students to move quickly from the mas-

signed and conducted by Professors Richard Stren and Joseph Fletcher of the Department of Political Science is, as far as we know, unique in the history of graduate education in North America. Forty other graduate schools have expressed interest in our results and want to carry out a similar survey of their own students.

Another important issue is financial support for graduate students. Many contend that inadequate funding con-

tributes to high attrition rates and extended times to degree. The funding situation is only marginally better today than it was in 1964-65 when the report of the president's committee on the School of Graduate Studies, chaired by Bora Laskin, made the following recommendation: "No student needing financial aid should be without it, and there should be base line fellowship support, which should include dissertation fellowships...." There is, perhaps, some reason to believe that the future may be better than the present. The University has made a commitment to promote graduate studies and has managed, over the last few years, to increase the value and number of U of T Open Fellowships. In its report, the Royal Society of Canada's Committee on University Research recommends that the federal funding councils increase substantially their fellowship support for graduate students. The Council of Ontario Universities has recommended to the Ministry of Colleges & Universities that it raise modestly the number of Ontario Graduate Scholarships. The Social Sciences & Humanities Research Council is now encouraging faculty in the humanities and social sciences to include in their grant applications requests for graduate student support. Finally, SGS, with the help of the University's Division of Development & University Relations, is attempting to draft a proposal for dissertation fellowships that, it is hoped, will attract foundation support.

All this said, there is more to meeting the challenge than simply increasing the aggregate number of new PhDs. We must, for example, worry more than we have in the past about the gender composition of our student body. The Report of the Committee on Eligibility & Distribution of University of Toronto Open Fellowships, chaired by Professor Brian Langille of the Faculty of Law, revealed (among other things) that in one division female graduate students are less well funded than their male counterparts. This is unacceptable and must change. Attrition rates for women are about 15 percentage points higher on average than for men. We do not know as yet why this is the case and, therefore, we do not know how to alter it. The Gender Issues Committee, chaired by Professor Kathryn Morgan of the Department of Philosophy, will present its report to the council of the school in June and will, we trust, provide us with guidance on this and other gender-related problems. These issues are of critical importance now because with retirements and new appointments we have a rare opportunity to reduce employment inequities in many University faculties.

We have very few native Canadians in our graduate programs and little reason to believe that, without an effort on our part, this will change. The graduate school has begun a series of meetings with native Canadian students and selected graduate departments to explore ways in which we can attract more native Canadians to our programs. The problems are substantial but not intractable.

With these and other initiatives, we will respond effectively to the challenge we face. While our financial difficulties give us relatively little flexibility and put added stress on our already strained resources, the overall quality of our graduate students, our faculty and our programs is very high, perhaps the highest in the history of our university. One can only imagine what we could do with a little more help from our friends in government.

JEWEL RANDOLPH